GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH WESTERN PROVINCES

OF THE

BENGAL PRESIDENCY,

FOR 1852-53.

AGRA:

PRINTED AT THE SECUNDRA ORPHAN PRESS.

1853.

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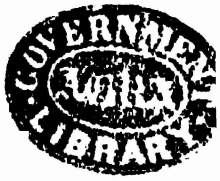


REPORT.

GENERAL REMARKS.

THERE has been a slight falling off in the attendance at all the Colleges during the past year. At Agra, and elesewhere, this is still justlya ttributed to the rise of other academical Institutions in which the elements of a good education are to be obtained. Among these are Mr. H. S. Reid's Tehseelee Schools. A farther reason may be noticed in the increased strictness of the rule for the demand of fees.

It entirely falls in with the objects of the Government to foster all such seminaries, private as well as public. They are looked to as the sources from which the higher classes of the Government Colleges will hereafter be replenished, and when they are sufficiently numerous, they will supersede the necessity of the lower or elementary department altogether.

Agra College.

In the Agra College the upper classes have, during the year, maintained the high standard of proficiency which has always characterized them, and they have exhibited marks of improvement in vernacular study.

This College has taken the lead not only in its course of scientific lectures in English, but in presenting a similar course to the students in the Urdu language. The experiment deserves high commendation, and it is trusted will excite emulation and similar endeavor in other quarters. It is evident that such lectures may be turned to much account, not only for the improvement of the students, but by interesting the public without the walls of the College, and gaining their favor to the Institution. The Syllabus of the course has been printed in Urdu as well as in English; and a Hindee version of it is now under preparation.

Dehlie College.

The Dehlie College continues upon the whole in a satisfactory condition. The attention of the Committee has been requested to the importance of revising the curriculum of Mahomedan study, from which it is expedient to exclude theological subjects so far as is consistent with a liberal education. It is hoped that the Committee will be able to select a

series of Classical works, chiefly historical, poetical, and philosophical, which will supersede the present text books of an exclusively Mahomedan caste.

The attention of this Committee, as well as those of the other Colleges, has been directed to the frequency of the holidays now allowed, and to the propriety of reducing their number.

Benares College.

The copious extracts from the report of the Principal will show that he is steadily pursuing his laborious course, and that the result of the examination as regards the Senior Sanscrit pupils "exhibits evidence of diligent and successful application." It is satisfactory to observe that the feeling of the Sanscrit students towards English, has since the union of both departments under one roof, become more favorable.

The Hindi Department is being cultivated with energy by Professor Hall.

Bareilly College.

The Committee have satisfactorily explained that owing to the first class having been entirely drafted off to other situations, the standard of the highest class at the examination was considerably lower than usual. But the condition of the College is deemed generally to be sound; and the essays which are referred to by the Principal in his report, bear evidence of the attention paid at Bareilly to vernacular studies.

Saugor School.

The Saugor School has advanced slightly in numbers and in its receipts from fees. But its pupils, though apparently tolerably advanced in general literature, are reported to be backward in scientific study. The attention of the Committee has been directed to this serious deficiency.

The School has been removed to a large and commodious house, which has been purchased for the educational department.

Ajmere School.

The Ajmere Institution continues to advance. The amount of fees and regularity of attendance have steadily increased. The result of the examinations was upon the whole satisfactory. It is the object of the Committee to make their classes available, not merely to the population of the immediately surrounding district, but to the independent States around.

Roorkee College.

On the 29th August 1851, the Lieutenant-Governor submitted to the Supreme Government a scheme for the enlargement of the Roorkee College. The proposals were contained in a Pamphlet printed at Agra in that year. They embraced the following points:—

First. The admission of officers both of the Royal and East India Company's Armies to study at the College.

Second. The improvement and superintendence of the Village Schools in a circle of 40 or 50 miles around Roorkee.

Third. A Depôt for Mathematical and Scientific Instruments, and a workshop for their manufacture and repair.

Fourth. A Museum of Economic Geology.

Fifth. The erection of an Observatory.

Sixth. A Printing and Book-binding Establishment for the publication of Scientific Works.

Seventh. The enlargement of the College and its establishment to meet these objects.

The latter head embraced a considerable addition to the Educational Staff, and the enlargement of both divisions of the 3rd Department, by doubling the number of students. The eventual annual expenditure to the College alone was by this arrangement proposed to be raised from 24,108 to 37,176.

The Hon'ble the Court of Directors, in their despatch dated the 2nd June 1852, accorded their sanction to all the proposals of the Lieutenant-Governor. An abstract of the correspondence will be found in the present volume, explaining the mode in which effect is being given to the orders of the Court. The enlarged building is under construction, and meanwhile the extension of the establishment being gradually carried out. An Assistant, Lieutenant Walker, has been appointed to aid the Principal; the subordinate agency has also been strengthened; and the students in all the departments have been increased. Greater attention is being paid to the vernacular acquirements of the students.

This College continues to evidence its usefulness by supplying to the public service both Europeans and Natives of the country, qualified to superintend engineering operations.

A Statement will be found of the operations for advancing the efficiency of the Village Schools in the vicinity of Roorkee. Similar reports are likewise given of efforts of a like nature in Dehlie and Ajmere and Budaon. The account of an educational Institution at Indore will also be found in the Appendix.

The Report of Mr. H. S. Reid's valuable operations during the year is printed separately, and will be separately circulated.

A Report will also be found of the proceedings of the year in the Department of the Curator of School Books.

An Abstract is added, exhibiting the attendance and expenditure for each of the Institutions:—

Names of Institutions.	Students on the 30th April 1853.				Studying.						Total expenditure during the Official year 1852-53.	Average expense incurred for each pupil.	Remarks.
	Christians.	Mooslmans.	Hindoos.	Total.	English.	Arabic.	Persian.	Oordoo.	Hindi.	Sanscrit.			
Agra, ...	23	42	246	311	272	15	93	152	79	24	32754 7 7	105 5 1	
Dehlie, ...	10	93	217	320	199	39	57	0	0	25	39682 12 7	124 0 1	
Benares, ...	6	23	301	330	198	11	66	111	61	97	47540 15 0	144 1 0	
Bareilly, ...	7	71	204	282	190	0	73	0	19	0	22153 0 0	78 8 10	
Saugor, ...	19	38	220	277	67	0	58	90	101	0	16745 0 4	60 7 2	
Ajmere, ...	0	44	186	230	77	0	*94	0	38	21	14067 7 0	61 2 7	* Studying both Persian and Oordoo.
Total, ...	65	311	1374	1750	998	65	441	353	298	167	172943 10 6	95 9 5	

AGRA COLLEGE.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION AT AGRA, ON THE 30TH APRIL 1853.

NAMES.	DESIGNATION OF OFFICE.
C. Grant, -- -- --	Accountant, N. W. P.
S. S. Brown, --	Judge of the Sudder Dewanny and Nizamut Adawlut, N. W. P.
J. Murray, -- --	Civil Surgeon, Agra.
E. H. Morland, --	Civil and Sessions Judge, Agra.
W. Muir, -- --	Secretary to Government, N. W. P.
G. J. Christian, --	Secretary Sudder Board of Revenue, N.W.P.
M. R. Gubbins, --	Collector and Magistrate of Agra.
P. B. Reid, --	Deputy Collector and Deputy Magistrate of Agra.
H. S. Reid, -- --	Visitor General of Schools, N. W. P.
J. W. Sherer, --	Officiating Registrar, Sudder Dewanny and Nizamut Adawlut, N. W. P.
E. A. Reade, --	Member of the Sudder Board of Revenue, N. W. P.
C. B. Thornhill, -- --	Inspector of Prisons, N. W. P.
J. Middleton, --	Secretary, Local Committee of Public Instruction, Agra.

The number of students has diminished considerably, since the previous examination, the numbers being as 355 of the former year, to 298 of the latter, showing a decrease of 57. This falling off in numbers is doubtless to be ascribed to the growth of new Schools in which English Literature and Science are taught, or the improved organization of old ones. The number of our students has been thinned chiefly by a smaller number of applicants for admission than usual. A few indeed left to join Missionary and other Institutions, but the number was inconsiderable, about 30, and all from classes below the 4th.

It is not to be inferred from the decrease in the number of our students, just mentioned, that the desire for instruction has diminished; facts indeed prove the contrary. There are at present four Schools,

besides the College in Agra, intended primarily or entirely for instruction of the natives, and in which English is taught. At the head of these stands the Missionary College, an institution conducted with spirit by able and zealous men, and having on its rolls nearly, if not quite, as many as the Government College. Parents find in this and other Schools they can have their children taught either gratis, or at a much less expense, than at the Government College. Finding this, many naturally enough refrain from sending them to the latter, and will doubtless continue to do so, at least until their attainments are such as to render the superior resources of the College desirable, for completion of their education.

Youths from a distance who have, during the past year, come to Agra for the sole purpose of being educated.

No.	*Names.*	*Place of Abode.*
1	Ameer Chund, -- --	Muttra.
2	Kulyan Singh, -- --	Ditto.
3	Choonee Lall, -- --	Ditto.
4	W. Hashman, -- --	Ditto.
5	H. Hashman, -- --	Ditto.
6	H. McGlone, -- --	Ditto.
7	Gunput, -- -- --	Bhurtpore.
8	Matadeen, -- --	Coel.
9	Bulwunt Singh, -- --	Ditto.
10	Kunhiya Lall, -- --	Ditto.
11	Gholam Hyder, -- --	Futtiabad.
12	Inayut Hosein, -- --	Pahasur.
13	Jadoroy, -- -- --	Kanouj.
14	N. Reilly, -- --	Cawnpore.
15	Kishen Sahoy, -- --	Allahabad.
16	Ram Narain, -- --	Ditto.
17	Nuvul Kishore, -- --	Sasni.
18	Sham Loll, -- --	Khaira.
19	Luchmun Singh, -- --	Ulwur.
20	Bukhtawur Singh, -- --	Ditto.
21	Mungul Sein, -- --	Ditto.
22	Ganjee, -- -- --	Ditto.
23	Juttun Lall, -- --	Boondi.
24	Manick Rae, -- --	Kotah.
25	Dilawur Khan, -- --	Meerut.
26	Imadoodeen, -- --	Paneeput.
27	R. Holmes, -- --	Lahore.
28	W. Holmes, -- --	Ditto.

It will be observed by the return above given, that of the number who have entered the College during the year, twenty-eight have come from a distance, the number who joined during the previous year having been twenty; showing an increase of eight. Others than these have come from a distance and joined the College; but since in their case other reasons operated to bring them to Agra than the object of joining, they have not been included in the Report.

The College has been particularly unfortunate in the deaths and changes which have taken place in the Education staff, during the past session there having been four deaths and two resignations.

Nejabit Ali, teacher of the 7th English Class, died soon after the Examination of 1851.

Moulvee Ali Akbur, the able Arabic Professor, left early in the session on Medical Certificate, and soon after died at Dehlie.

Mr. N. Parsick, the Teacher of Surveying, left in April to join the appointment of Tehseeldar of Futtehpore Secree.

Sheo Dial, 8th Master, left soon after this for a more advantageous post in the office of the Post Master General.

Pundit Kewul Ram. This man, chief Sanscrit Professor, died towards the end of the Session.

Mr. J. K. Williams, Head Master of the College, died at Simla, where he had been on leave since April, soon after the Pundit.

Nejabut Ali was succeeded by Moolchund, promoted from the class below, and he, by appointment of Sheodial, and he by Sham Lall, a student of the 2nd class, and the post of Senior Moulvee has been filled up recently by appointment of Moulvee Mohumed Muzhur. Mr. Parsick has been succeeded by Mr. Hembrough, a passed student of the Roorkee College, to which he does credit. The important post of Head Master is vacant, the duties being performed by Mr. Fallon, to whom they were entrusted on the departure of Mr. Williams, on leave. A successor to Pundit Kewul Ram has been found in Chirangio.

The changes above enumerated have doubtless tended to lessen considerably the efficiency of the College in all departments during the past Session; since, however well the vacancies may have been filled up, the inevitable disturbances, delays and inexperience of new men, are always injurious. The English Department has suffered the most perhaps through the want, during it may be said the whole session, of a Head Master.

The daily attendance during the year has been satisfactory, being on the average 312 out of 329, or a little better than 95 per cent.

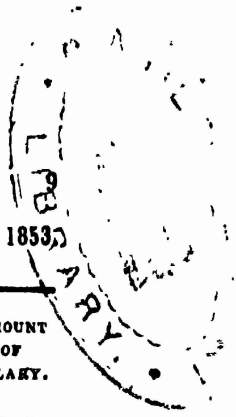
The decrease in the number of students generally, has necessarily reduced that of the paying class, of whom there were, at the end of 1851, 240, and at the same period of 1852, only 224, the income from this source having been Rs. 187-8-0, and Rs. 182 respectively.

As a step towards improvement in the important branch of Vernacular instruction, it has been thought advisable to cause a vernacular version of the Essay to be written, the report on which will be found afterwards. It has also been deemed advisable to restrict promotions from the senior Oordoo class to the Persian, to such only as acquit themselves creditably in all respects.

The operations of the Experimental Philosophy Class have been strengthened and extended by delivery, under sanction of a Vernacular version of the lectures. Besides the pupils of the Government Central School, and students in the Oriental classes of the College, between 20 and 30 persons, unconnected with Government Institutions, applied for tickets of admission, and attended with more or less regularity. A source of interest in what is going on within the College has thus been opened up without its walls, which was much needed, and which will doubtless enlarge as existing obstacles are removed.

The Surveying class has done less than usual during the past year; not indeed in field work, which has been sufficient, but in protraction: most of the youths have drawn out their levels and sections, but not their field survey. The Drawings are, so far as they go, executed with tolerable neatness, but they do not, except in a few cases, stand the test of the compass. Mr. Hembrough has been but a short time in charge of the class, and cannot therefore be properly charged with its present defects; and since he discharges his duty with spirit and ability, he will doubtless remove them.

The following Returns will afford the usual statistical information respecting the College.



Establishment of the Agra College, as it existed on the 30th April 1853.

Date of Appointment.	Names.	Designation.	Amount of Salary.
1st February 1845,	J. Middleton, Esq., ..	Principal, ...	600 0 0
	Office vacant, ...	Head Master, ...	400 0 0
25th April 1846, ..	Mr. J. F. McConnell,	Second ditto, ...	200 0 0
31st March 1851,	Mr. J. W. Beale, ..	Third ditto, ...	130 0 0
8th April 1851, ..	Mr. A. Sharpley, ..	Fourth ditto, ...	100 0 0
3rd Feby. 1847,	Kedarnath, ...	Fifth ditto, ...	50 0 0
	Kulyan Singh, ...	Sixth ditto, ...	25 0 0
5th Ditto 1852,	Moolchund, ...	Seventh ditto, ...	16 0 0
	Sham Loll, ...	Eighth ditto, ...	14 0 0
28th Dec., 1842, ..	Mr. J. F. McConnell, ..	Writing ditto, ...	30 0 0
5th April 1853, ..	Office vacant, ...	Drawing ditto, ...	175 0 0
7th Ditto 1852, ..	Koonj Behary, ..	Offg. Asst. Mathematical Professor, ..	50 0 0
3rd Sept. 1852,	Moulvee Mahomed Muzhur, ...	Arabic Professor, ..	100 0 0
2nd Jan. 1847, ..	Abool Hussen, ...	1st Persian Teacher, ..	60 0 0
19th August 1824,	Mohomed Raheem, ..	2nd ditto ditto, ...	30 0 0
3rd Feby. 1850,	Kureemoodeen, ...	1st Oordoo ditto, ..	50 0 0
	Ali Asghur, ...	2nd ditto ditto, ...	30 0 0
5th Sept. 1850, ..	Gholam Dustgeer, ..	3rd ditto ditto, ...	14 0 0
29th Ditto 1852, ..	Chirangio, ...	1st Sanscrit ditto, ..	60 0 0
15th March 1841,	Heera Lall, ...	2nd ditto ditto, ...	20 0 0
3rd Nov. 1848, ..	Munnoo Lall, ...	1st Hindee ditto, ..	50 0 0
3rd August 1848,	Kesho Pershad, ...	2nd ditto ditto, ...	30 0 0
8th Sept. 1826, ..	Choonee Lall, ...	3rd ditto ditto, ...	20 0 0
15th August 1825,	Shunker Lall, ...	Hindee Arithmetic ditto,	30 0 0
	Establishment.		
30th Jan. 1849, ..	Naseer Khan, ...	Librarian, ...	25 0 0
3rd May 1841, ..	Chunnoo Lall, ...	English Writer, ...	16 0 0
		2 Duftries, at 5 & 4, ..	9 0 0
		2 Furrashes, at 5 each,	10 0 0
		1 Bishtee, ...	7 0 0
		1 Chupprassy, ...	4 0 0
		2 Chowkeedars, at 4 ea.	8 0 0
		2 Brahmins, at 3-8 ea.	7 0 0
		1 Sweeper, ...	4 0 0
		Contingencies, ...	1 0 0
		Total Co.'s Rs. ..	2375 0 0
20th Feb. 1848, ..	Mr. S. W. Fallon,	Supernumerary and Actg. Head Master,	250 0 0
		Grand Total, Company's Rupees	2625 0 0

Statement of the Number, Caste, &c. of the Students of the Agra College, on the 30th April 1853.

Statement showing the number of Students paying, and the amount paid by them; and Students who do not pay; also the amount of Entrance Fees on the 30th April 1853.				*Statement showing the number of Students studying each of the languages taught on the 30th April 1853.*						*Statement showing the number of Students on the 30th April 1853.*				
Non-paying.	Paying and amount realized during the year, deducting the expense of collection.	Amount of Entrance Fees realized during the year.	Total.	English.	Arabic.	Persian.	Oordoo.	Sanscrit.	Hindee.	Christians.	Mahomedans.	Hindoos.	Other than these three.	
	11 at 5 Rs. each. 4 at 3 Rs. each. 14 at 1 Re. each. 209 at 8 As. each.			272	15	93	152	24	79	23	42	246	0	Average attendance throughout the year, 302.
73	238 Students.				A	B	C	D	E	Total, .. 311				
	Rs. A. P. 2100 8 0 96 0 0	Rs. A. P.	Rs. A. P.											
	2004 8 0	222 0 0	2226 8 0											

A—Of these 7 read English and 5 Persian.
B—Ditto 70 ditto 3 read Arabic, 3 Oordoo and 3 Hindee.
C—Ditto 142 ditto 6 Persian, 2 Sanscrit and 2 Hindee.
D—Of these 11 ditto and 2 Hindee.
E—Ditto 63 ditto 6 Sanscrit and 4 Persian.

Statement of the Receipts and Disbursements of the Agra College, during the official year 1852-53.

Resources of Annual Income.

Separate Fund.		Assignment from Parliamentary Grant.	Total.*	Assignment from Additional Grant.	Tuition Fees.†	Establishment fixed by Government.	Grand Total of Receipts.
Endowment, Village Collections from the Estate of the late Gungadhur Pundit, under orders of Government, dated 17th November 1823, viz.							
Jhoondavye, Zillah Agra, ...	7980 15 6						
Choomsha, Pergunnah Muttra, ...	3929 6 3						
Villages in Zillah Allyghur, Pergunnah Eglass, ...	5179 8 3						
Interest on Co.'s Rupees 1,78,490, as per General Committee's Report for 1842-43,...	7466 10 8						
	24506 8 8	0 0 0	24506 8 8	14733 5 4	2226 8 0	34800 0 0	41466 6 0
					Total Co.'s Rs.		41466 6 0

Actual Charges during the Year.

Nature of Charges.	Items.	Total.
Principal, ...	7200 0 0	
English Teachers, ...	13041 8 6	
Vernacular ditto, ...	5387 9 1	
Establishment,...	1089 5 9	
English Scholarships, ...	1156 12 10	
Oriental ditto, ...	2047 5 2	
Prize allowance, English Department, ...	150 0 0	
Ditto Oriental ditto, ...	150 0 0	
Contingencies, ...	508 7 6	
Medals,...	150 0 0	
Building Mud Compound wall,	179 1 3	31040 1 7
Supernumerary Master's Salary	1500 0 0	
Postages, ...	214 6 0	1714 6 0
	Total Co.'s Rs. ...	32754 7 7

* Exclusive of the following Items:

Balance of last year, ...	332	6 7
Prize allowance for both Departments, ...	300	0 0
Fines realized, ...	60	14 9
Books sold, ...	1202	7 6
Postages from Government, ...	207	14 0
Admission Fees, ...	223	0 0
Tuition, ...	2100	8 0
Medals, ...	150	0 0
Lighting Theatre, ...	123	12 9
Robertson and Mansel Prize Funds, ...	300	0 0
	4899	14 10
Expended for Books, Medals, Stationery, Apparatus, Furniture, Collecting of Fees, &c. &c.	4170	11 3
Balance 1st May 1853, ...	729	3 7

† Monthly Fees for Tuition, ... 2100 8 0
Admission ditto, ... 222 0 0
2322 8 0

Deduct.

Expense of Collection, ... 96 0 0
Balance, Co.'s Rs. 2226 8 0

List of Scholarships of the Agra College, as they existed on the 30th April 1853.

Names.	Designation.	Amount of Scholarship.
English Scholarships.		
R. Forrest,	Senior Scholar,	25 0 0
E. Hutton,	Junior ditto,	8 0 0
Omachurn,	Ditto ditto,	8 0 0
Saligram,	Ditto ditto,	8 0 0
Kunhiya Lall,	Ditto ditto,	8 0 0
J. Caplain,	Ditto ditto,	8 0 0
Boputtee Churn,	Ditto ditto,	8 0 0
Sheodial,	Ditto ditto,	6 0 0
Naraiyen Das,	Ditto ditto,	6 0 0
G. Lambert,	Ditto ditto,	6 0 0
Sheo Naraiyen,	Ditto ditto,	6 0 0
Banee Madho,	Ditto ditto,	4 0 0
Gokul Chund,	Ditto ditto,	4 0 0
Bikee Singh,	Ditto ditto,	4 0 0
Anglo-Vernacular Scholarships.		
Davee Das,	Junior Scholar,	8 0 0
Shio Churn,	Ditto ditto,	8 0 0
His Highness the Rajah of Bhurtpore's Scholarship.		
Balmokund,	Senior Scholar,	16 0 0
Oriental Scholarships.		
Sufdur Ali,	Arabic Scholar,	16 0 0
Nevaz Ali,	Ditto ditto,	16 0 0
Abdool Hafiz,	Ditto ditto,	16 0 0
Zamin Ali,	Ditto ditto,	6 0 0
Ruttun Lall,	Ditto ditto,	6 0 0
Imadoodeen,	Ditto ditto,	6 0 0
Ajoodiya Nath,	Ditto ditto,	6 0 0
Gholam Moortuzza,	Persian Scholar,	16 0 0
Roohoolla,	Ditto ditto,	16 0 0
Sheo Narain,	Ditto ditto,	6 0 0
Mohumed Abbas,	Ditto ditto,	6 0 0
Gholam Hyder,	Ditto ditto,	6 0 0
Ameer Khan,	Ditto ditto,	4 0 0
Piareh Lall,	Ditto ditto,	4 0 0
Moorlee Dhur,	Sanscrit Scholar,	16 0 0
Luchmee Narain,	Ditto ditto,	16 0 0
Kalee Churn,	Ditto ditto,	12 0 0
Dwarka Dass,	Ditto ditto,	12 0 0
Sookh Deo,	Ditto ditto,	6 0 0
Popee Ram,	Ditto ditto,	6 0 0
Gokul Chund,	Ditto ditto,	4 0 0
Behary Lall,	Ditto ditto,	4 0 0
Anundee Lall,	Ditto ditto,	4 0 0
	Total Co.'s Rs.	351 0 0

Statement exhibiting the comparative numerical strength of the Agra College, on the 1st December 1851 and 1st December 1852.

English Department.				
Number on the Rolls on the 1st December 1851, ...		336		* Of these 33 have obtained employment, 77 have resigned through protracted sickness, or having left the station, 51 struck off for absence, 2 expelled for misconduct, and 4 transferred to the Oriental Department. Total 167.
New admissions during the year,	68			
Re-admissions, ...	37	105	441	
Removals,*			167	
Number on the Rolls on the 1st December 1852, ...		.. ..	274	
Oriental Department.				
Number on the Rolls on the 1st December 1851, ...		19		† Of these 3 have obtained employment, 6 resigned, 4 struck off for absence, and 5 transferred to the English Department. Total 18
New admissions during the year,	20			
Re-admissions, ...	3	23	42	
Removals,†			18	
Number on the Rolls on the 1st December 1852, ..			24	
Total of both Departments, ..			298	

Note.—Included in the re-admissions are 19 in the English, and 2 in the Oriental Department, who were struck off during the year.

Comparative Statement of the paying Students of the Agra College, at the close of the years 1851 and 1852.

	1851. Paying.				Total Monthly.	1852. Paying.				Total Monthly.
	5 Rs.	3 Rs.	1 Re	8 As	Rs. A. P.	5 Rs.	3 Rs.	1 Re.	8 As.	Rs. A. P.
Christians, ..	8	3	9	14	65 0 0	9	2	5	9	60 8 0
Hindoos, ..	1	1	15	162	104 0 0	1	3	11	160	105 0 0
Mahomedans,.	1	0	1	25	18 8 0	1	0	0	23	16 8 0
Total, ..	10	4	25	201	187 8 0	11	5	16	192	182 0 0

List of Students of the Agra College, who have obtained employment during the year 1852.

Number.	Names.	Class.	Nature of Employment.	Amount of Monthly Salary. Rs.	A.	P.
1	Hurghian Singh,	1st E.	Political Agent's Office, Jeypore, ..	30	0	0
2	Kunhiya Loll, ..	1st	Visitor General of School's Office, ..	25	0	0
3	Nihalchund, ..	1st	Treasurer Sudder Board Office, ..	50	0	0
4	Choonnee Loll,	1st	The Maharajah of Gwalior's Survey,	50	0	0
5	Khumani Singh,	2nd	Ditto ditto ditto, ..	25	0	0
6	Ram Roop 1st, ..	2nd	Ditto ditto ditto, ..	20	0	0
7	Ram Roop 2nd,	2nd	Ditto ditto ditto, ..	20	0	0
8	Koodrut Oollah,	2nd	Punjab Revenue Survey, ...	15	0	0
9	Hurkishore, ..	2nd	Teacher Govt. Indigenous School,	10	0	0
10	Doorga Pershad,	2nd	Ditto Bengali Hindoo ditto, ..	10	0	0
11	Mool Chund, ..	2nd	Punjab Revenue Survey, ...	15	0	0
12	R. Williams, ..	2nd	Secundra Orphan Press, Agra, ..	8	0	0
13	Sham Loll, ..	2nd	Eighth Master, Agra College, ..	14	0	0
14	Heera Singh, ..	2nd	Writer Agra Jail Establishment, ..	15	0	0
15	Bhugwunt Dial,	2nd	Apprentice Accountant's Office, ..	0	0	0
16	Chundun, ...	2nd	Ditto Collector's Office, Agra, ..	0	0	0
17	Ramdial, ...	3rd	Executive Engineer's Office, Umballa,	25	0	0
18	Sheo Shunker, ..	3rd	Writer Post Office, Lahore, ...	15	0	0
19	Bindrabun, ..	3rd	Teacher Govt. Indigenous School, ..	10	0	0
20	Kirpa Shunker,	3rd	Punjab Revenue Survey, ...	15	0	0
21	James Blanchet,	3rd	Writer Accountant's Office, ...	40	0	0
22	Salig Ram,	4th	Teacher Govt. Indigenous School,	6	0	0
23	Vulayet Ali Beg,	4th	Apprentice Accountant's Office, ..	0	0	0
24	T. Blanchet, ..	5th	Accountant's Office, Agra, ...	20	0	0
25	I. Cassabon, ..	5th	Counter Sudder Board of Rev. Office,	30	0	0
26	Sudha Shunker,	5th	Compositor Secundra Orphan Press, Agra, ...	7	0	0
27	Buddree Pershad,	5th	Ditto ditto ditto, ..	3	0	0
28	I. Gillis, ...	5th	Apprentice Collector's Office, Agra.	0	0	0
29	Jehangir Beg, ..	6th	Ditto ditto ditto, ..	0	0	0
30	Choora Mun, ..	6th	Ditto Secundra Ophan Press Agra,	0	0	0
31	Shokee Ram, ..	6th	Ditto ditto ditto, ..	0	0	0
32	Jhoona Singh, ..	8th	Chupprassy Agra Fort, ...	4	0	0
33	Shumbhoo Chunder,	9th	Compositor Secundra Orphan Press, Agra, ...	5	0	0
			Oriental Department.			
1	Ukhtar Zuma, ..	1st P.	Mohurrir Magistrate's Office, ...	4	0	0
2	Lulloos, ...	1st H.	Keeps his own shop, ...	0	0	0
3	Hursaroop, ..	2nd P.	Apprentice Accountant's Office, N. W. P., ...	0	0	0
4	Dhurrum Das, ..	2nd P.	Candidate Moonsiff's Ditto, Agra, ..	0	0	0

The examination commenced on the 15th November, and continued with little interruption down to the 24th of December, when the College closed for the customary vacation. The examination was searching and satisfactory, without being unnecessarily prolix, the more so from the diminished number of the students, and the peculiar suitableness of the new Theatre for such purposes.

The following are the remarks of the examiners, showing the state of the different classes commencing with the junior classes in both Departments. Where not otherwise mentioned, the classes were examined by the Secretary to the Committee.

ORIENTAL DEPARTMENT.

SANSCRIT BRANCH.

3rd (or Junior) Hindee Class.—Teacher Pundit Choonee Lall. This class contained 29 students; it was examined by Pundit Kesho Pershad, who spoke favorably of it.

2nd Hindee Class.—Teacher Pundit Kesho Pershad. This class contained 18 students, and was examined by Pundit Munnoo Lall, Senior Hindee Pundit. The youths read and explained very well, and have made creditable progress in Grammar.

Senior Hindee Class.—Teacher Pundit Munnoo Lall, consisted of 30 students, and was examined by the Sanscrit Pundit. The class seemed to be in all respects creditable to its teacher, by whom much attention was paid to the grammatical construction and analysis of the language. The writing was also very neat.

Junior Sanscrit Class.—Teacher Pundit Heera Lall. There were 9 boys in this class, and three of them were well advanced, and entitled to promotion to the class above.

Senior Sanscrit Class.—This consisted of 12 students. The answers to the examination questions were examined by Dr. Ballantyne, from whose notes it was inferred that the state of the class was creditable.

Hindee Arithmetic Class.—Teacher Pundit Shunker Lall. This was a large class, in which a few only, and these youths high in the English College, did well.

ARABIC BRANCH.

3rd (Junior) Oordoo Class.—Teacher Moonshee Gholam Dustgeer. This class consisted of 68 pupils. It was examined by the

Moulvee and Officiating Head Master, as were the Oordoo classes above. The spelling and explanation appeared to be indifferent; the reading accurate.

2nd Oordoo Class.—Teacher Moonshee Ali Asghur. This class consisted of 48 pupils. The Reading and Grammar were fair; but in spelling and explanation the condition of the class was less satisfactory. The Writing was in the higher part of the class tolerably good; in the lower half very indifferent.

1st (Senior) Oordoo Class.—Teacher Moonshee Kurreem-oodeen. This class consisted of 28 students. The Reading and Pronunciation were good. With reference to the meaning of words, however, there was room for improvement. The Grammar had improved since last year, and would doubtless have done so still more if parsing were a regular exercise in the class as it should be.

The Writing from Dictation was very bad. With reference to this defect, it seemed advisable that promotions to the Persian class should only be permitted to those who, together with other suitable attainment, showed ability to write neatly and accurately from dictation in Oordoo.

Junior Persian Class.—Teacher Moonshee Mahomed Raheem. This class consisted of 49 students. It was examined by the Officiating Head Master and Moonshee Kureem-oodeen. The examination was taken in the Goolistan; because of the tendency hitherto observed in this class to attend chiefly to more difficult though inferior works. Though the book was set down in the scheme of studies, as to be read quite through, many of the students could not read a simple passage, nor give the meaning of the most ordinary words met with in it. In Grammar, there was a slight improvement over former years; but on the whole the class was a very indifferent one.

The Principal complained of the entire want of discipline in this class, the teacher having little or no power over his pupils: the cause of this was doubtless to be found in the great age of the Moonshee, who has not apparently sufficient energy left, either to teach his pupils effectively, or to control them.

The Moonshee has served in the College for upwards of 28 years, viz. since 14th August 1824.

Senior Persian Class.—Teacher Moonshee Abool Hussen. This class was examined in the *vivâ voce* part by Mr. Fallon, assisted by the Arabic Moulvee; they speak in terms of commendation of the state of the class generally, as affording evidence of careful and painstaking instruction: inequality was, however, remarked in the grammatical attainments of the youths; a more thorough knowledge of the Arabic tri-literal roots seemed to be needed, in order to a more

exact knowledge of the special meanings and application of words formed from such roots, and constantly occurring in Oordoo composition.

The discipline of this class was exemplary and creditable to its teacher.

Papers on the different subjects of study were set by Moulvees Mahomed Buksh and Imam Buksh of the Dehlie College, who also examined the answers and assigned marks to them. They reported that the answers, on the whole, were good ; some of the papers most excellent, and some, of course, bad. They considered Mahomed Abas and Zamin Ali to be better masters of the *Ukhlaq Jelalee* than any boy in the Dehlie College.

Arabic Class.—The papers of this class were examined by Dr. Sprenger, who considered that the youths had done very well on the whole.

ENGLISH DEPARTMENT.

9th (Lowest) Class.—Teacher Pundit Kedarnath. This class consisted of two divisions, the first (senior) division comprising 24, the second 39 students. It was on the whole a very good class, showing care in the Master, and spirit in their work on the part of the pupils. The Writing and the little Arithmetic which the youths had learnt, they did very well. It might have been as well however to have gone a little deeper into the meanings of words than they appeared to have done, and thus rendered the task of learning them more interesting and useful : greater exactness in the interpretation was also desirable. For instance, all the youths knew that " farthing" was the name of an English coin, and this was all they knew about it. Again, the word " freezing" was understood to apply equally to the solidification of milk, gum and water.

8th Class.—Teacher Pundit Sham Loll, like the class below. This one consisted of two divisions ; in the first were 19, in the second 26 students. The Reading and Explanation of the class were far from creditable ; the general accuracy of, and care bestowed upon, pronunciation in the class below, were here, in a great measure, neutralized ; the following instances may be adduced. " Stand" was invariably pronounced " estand" " overbear" had been explained to mean " bear," " persuade" " pursued," and so on. Sham Loll had been but a short time a teacher, and therefore some little allowance was to be made for his inexperience : it seemed clear, however, that he could not have failed so signally had he done his best to acquaint himself thoroughly with the subjects which he had to teach. The Arithmetic and Writing of the class were creditable.

7th Class.—Teacher Pundit Moolchund. This class consisted of two divisions, there being in the first 18, and in the second 22

students. The Reading and Pronunciation were found to be generally accurate; but the explanations in both divisions were neither so correct, full, nor in such idiomatic Oordoo as was desirable; for instance, "The sweetness of doing good," was invariably interpreted "the profitableness of doing good," with reference to advantages derivable *ab extra*: again, the expression "dumb animal" was by the whole of the junior division, with two exceptions, understood not to include the educated parrot, it ceasing to be a dumb animal when it can say "Ram, Ram."

The Arithmetic, in respect of neatness and correctness, may be considered creditable; and the writing good, and in some cases particularly so.

Grammar was first met with in this class in progress upwards, and therefore but little progress was to be looked for; it seemed, however, to have been less this year than usual, without greater accuracy.

6th Class.—Teacher Pundit Kulyan Singh. This class consisted of two divisions, the first containing 22, the second 19 pupils. One of these, as in all the classes below, was occupied half the day about oriental and half about occidental studies. The class was in all respects creditable, evincing much care and pains on the part of the teacher. It was satisfactory to observe that the defects remarked upon in the previous report on this class, had been amended.

5th Class.—Teacher Mr. Sharpley. This class consisted of 19 pupils, a number much smaller, than for years past, the effect doubtless of competition with other new or improved educational institutions which have lately risen up. The class had suffered much less, however, in quality than it had in quantity, there being scarce a hopelessly dull youth in it, while much the greater part were very promising. The class was singularly even; the average examination numbers being high generally and for all subjects, with exception perhaps of Spelling; the youths seemed to have a less thorough knowledge of the value of the vowels than they should have had, and thus failed in using them with readiness and accuracy. On the whole, this class did much credit to its teacher.

4th Class.—General Teacher, Mr. J. W. Beale. Geometry, the Assistant Professor. This class consisted of 24 students; the age of the youths was above the usual average for this class; this may be ascribed perhaps to the number of distinguished students being smaller than usual.

The Reading and Explanations, and also the Grammar, were on the whole, good. The Arithmetic, however, less so, so far as progress went, though the accuracy and neatness of the processes were all that could be desired.

Geometry was first begun in this class, and the progress during the past year had been greater than usual; half the class having completed the first book of Euclid, and the rest having advanced through half the book. A great point had also been gained here, viz. the imparting a thorough acquaintance with first principles.

The Geographical knowledge of the youths was creditable; not confined, moreover, to the text book, but embracing also recent discoveries connected with the subjects within the scope of their reading.

Written translations from and into the vernacular were begun in this class, the exercises consisting of passages from their English and Oordoo or Hindee class books; the Dictation and Vernacular translations were creditable. The writing was neat in this class.

3rd Class.—Teacher of Literature Proper, Mr. McConnell.

Ditto	History,	Ditto.
Ditto	Grammar,	Ditto.
Ditto	Translation and Dictation,	Ditto.
Ditto	Writing,	Ditto.
Ditto	Euclid, Officiating Assistant Professor Koonj Behary.	
Ditto	Algebra,	Ditto.
Ditto	Arithmetic,	Ditto.
Ditto	Natural Philosophy,	Ditto.
Ditto	Geography, Mr. J. W. Beale.	

Literature Proper.—This class consisted of 22 students. In Reading, Explanation and Grammar, the state of the class was creditable; the Reading was, on the whole, accurate, and the explanations correct and full; the Parsing too was readily and well done.

Geometry.—The progress in this branch was by no means creditable. Several of the youths who were evidently masters of the argument, failed to give intelligible utterance to it. The Officiating Professor is but young as a Teacher, and his own Mathematical education cannot be considered as complete: he is, however, diligent and pains-taking, and when he comes to appreciate duly the importance of neat and accurate expression in geometrical demonstration, the defect now pointed out will doubtless be remedied, and in future avoided. It is right to recall the fact, that he teaches the class below also in the same subject, and that it has been favorably reported on; as also, perhaps, that the class was found fault with for the same defect at the previous examination.

Algebra is first introduced in this class, and here consequently the definitions, the signification, conversion and management of signs, should be thoroughly mastered, otherwise future progress

becomes difficult, and attainment ordinarily unsound. The class was, however, particularly defective in these respects. It would be advisable to restrict this class to simple Algebra, *i. e.* not to exceed Division, unless after special reference to the Principal; any spare time being devoted to Arithmetic, which would assist the class above, and be, perhaps, on any view of it, the more profitable course.

The Arithmetical questions were creditably answered, and the operations showed that the importance of neatness of execution and orderly proceeding in such exercises were not lost sight of.

The questions in History were very well answered on the whole.

The Geographical knowledge of the class was very creditable to its Teacher, who seemed to keep himself up with the progress of discovery, as became an intelligent Teacher, and to impart his acquirements to his students.

The Definitions and first Principles from the Introduction to the work on this subject, published by the Society for the Diffusion of Useful Knowledge, were taught in this class, with a view to the preparation of those who may be promoted, for profiting by the Principal's lectures on Experimental Philosophy. The questions put were very creditably answered.

The translations both from and into the Vernacular were by no means creditable, and seemed to require more attention than had been bestowed upon them.

2nd Class.—Teacher of Literature Proper, the Officiating Head Master.

Ditto { Geometry, Algebra, Arithmetic, } The Officiating Assistant Professor.

Ditto { History, Crombie's Grammar, Translations, Composition, Writing, } Mr. McConnell.

Ditto Geography, Mr. Beale.

Ditto Natural Philosophy, the Principal.

This class consisted of 13 students; it had been greatly weakened by withdrawals for appointments, no fewer than 12 of the most advanced youths having left on that account: of those who remained only two, who came up by the way from the class below at midsummer, exceeded average half marks; these alone, consequently, deserved scholarships and promotion.

The explanations were very meagre and inaccurate; the grammatical analysis, however, and the reading were good. The youths parsed very well; but, with small exception, they did not seem to have entered into the spirit of Crombie's Grammar at all.

Geometry.—The progress of the class in this branch, was on the whole creditable. The first division, consisting of seven, got through the first six and eleventh books of Euclid, and of these, three knew what they pretended to know thoroughly. The second division, consisting of six youths, got as far as the sixth book, the reading necessary to entitle to a Junior Scholarship; and of these, two were thorough masters of their work. Both divisions failed most in the definitions of the fifth book: now these are too important to be slurred over, and should therefore never be passed, until thoroughly understood.

Algebra and Arithmetic.—The youths seemed to have been pushed on in Algebra to the comparative neglect of Arithmetic, in consequence of which they had, as was to be expected, pretty nearly failed in both. The questions set in Arithmetic were by no means difficult, and selected from the text book; yet only one youth answered them all, while four could not answer any of them.

History and Geography.—The class acquitted itself very indifferently in History: only three youths, less than a fourth part of the class, having carried with them historical knowledge worth knowing. In Geography also there was much room for improvement.

Anglo-Vernacular Translations.—In this subject four of the youths got above half marks, and on the whole, the result was creditable.

Senior Class.—This class consisted of 16 students, and was taught in pure and applied Mathematics and Experimental Science by the Principal of the College; in History and Literature by the Head Master, during the greater part of the past year by the Officiating Head Master, Mr. Fallon; the Teacher of Drawing and Surveying was Mr. Hembrough.

Abercrombie's Moral Feelings and Intellectual Powers.—The answers to the questions in Abercrombie's Moral Feelings and Intellectual Powers were examined by the Revd. E. C. Stewart, who reported as follows:—

"The answering of Balmokund, Soba Ram and Cline is satis-
"factory, and that of Omachurn Ghose highly so. One defect,
"however, in almost all the answers is, that they are too diffuse;
"and too often the question seems to have served merely as a catch-
"word, to recall to the memory a long passage of the author, the
"point of which it often is not easy to determine whether the
"answerer apprehended or not."

Experimental Philosophy.—The answers to the questions on Experimental Philosophy were, in the case of the Christian youths, generally good : amongst the native students, Koonj Behary's were the best, and those of Azim Buksh creditable. The disadvantage at which native youths are placed, in following the Lecturer in a language with which they are not practically familiar, accounts, no doubt, for the inferiority, on the whole, of these answers to those of their Christian class fellows.

Mathematics.—The answers of the Senior Divisions to the questions on Mathematical subjects were examined by Captain Oldfield and Lieutenant Walker, who did not report favorably on the answers. Both the Examiners considered that the questions were too difficult for the attainments of the youths, and Captain Oldfield added that there were, he thought, too many of them ; but that unless questions were tolerably numerous, there was always the chance of a lucky answer or two bringing up the marks of an inferior candidate, so that it seemed to be a choice of difficulties. With reference to the manner in which the youths acquitted themselves, Lieutenant Walker observed: " Very few of those questions which are not strictly book-work have been attempted, none solved." In the Junior Division most of the youths acquitted themselves very well, Mungul Sein alone badly. Saligram's answers were very good.

The answers to the questions in Elphinstone were examined by Mr. J. W. Sherer, who remarked:—

" Hutton and Cline are equal, and both a little better than " Staines. Saligram and Balmokund are the best among the natives; " then follows a tolerable equality, followed by a wretched paper " from Mungul Sein." Mr. Hutton did not think highly of the answers to Guizot's History ; but said that Forrest's were much the best, had they not been disfigured with a little flippancy and affectation.

Literature Proper.—The answers to the questions on the subjects coming under this head were examined by Mr. J. W. Sherer, who reported very favorably upon them. The following are the subjects and remarks *seriatim.*

" *Answers to the Rambler Paper.*—Forrest's was a very good " paper. Koonj Behary surprised me with the way in which he " entered into the questions ; but his hand-writing is very trouble- " some."

" *Macbeth.*—These papers are very good. I have great pleasure " in giving Forrest a full mark, his answers leaving nothing to be " desired. I wish Koonj Behary would pay more attention to his

" writing; he seems to me very thoughtful, and always to take a " sensible view of the questions, but the cuneiform inscriptions in which " he conveys his answers, render it very tedious to go through his " papers.

" *Goldsmith.*—Wooma Churn Ghose's paper was very thoughtful, " but the English was rather defective. Mungul Sein only attempted " to write out the questions; the single observation he hazarded of his " own was, that Astronomy had not been discovered."

" *Thompson's Seasons.*—The best papers were very fair; those of " Kunhiya Lall, Mungul Sein, Obhai Churn scanty, and some of the " writing and English defective." He further remarks: " Mungul Sein " and Obhai Churn have both done worse, I think, than any boy did " last year. Shib Churn, Koonj Behary, Balmokund and Wooma " Churn are all promising lads, and I hope they will succeed."

Anglo-Vernacular Translations.—The senior class was examined in this subject also by Mr. Sherer, who reports favorably of the greater part of the translation into the Vernacular. " Shib Churn's paper," he remarks, had no error in spelling, but he made two feminine words masculine. The other papers were passibly good, both for wording and grammar, but the spelling was defective.

" *Translation into English.*—This is badly done by every one. For- " rest and his compeers have not translated literally, and therefore no " certain opinion can be formed as to their knowing more than the " general meaning of the passage. Some of the natives have transla- " ted it into Hindee. Shib Churn, Dabi Das and Balmokund are about " equal; but I would recommend that these papers are not taken into " account in assigning places, for they are all inferior."

The theme for the Essay was given by Mr. J. Thornton, and the Essay was examined by Mr. G. J. Christian, as was also the Vernacular Essay on the same subject. The English Essay was written one day, the Vernacular one on the next, no information having been given to the students that the latter would be required of them. It will be observed that the purely Oriental students were admitted to the competition. The Examiner remarks: " A list of the Essays sent to me for examination is given below."

	First English Class.	*English.*	*Oordoo.*	*Hindee.*
Senior Division.	1. R. Forrest, --	1	1	0
	2. Koonj Behary, --	1	0	1
	3. Azim Buksh, --	1	1	0
	4. Dabi Das, -- --	1	1	0

	First English Class.	*English.*	*Oordoo.*	*Hindee.*
Second Division.	5. G. W. Cline, --	1	0	0
	6. Balmokund, --	1	1	0
	7. Shib Churn, --	1	1	0
	8. E. Hutton, --	1	0	0
	9. Obhai Churn, --	1	1	0
The Junior Division.	10. Wooma Churn, --	1	0	0
	11. Salik Ram, --	1	0	1
	12. J. Staines, -- --	1	0	0
	13. Shobha Ram, --	1	1	0
	14. Kanjee Mull, --	1	0	1
	15. Kunyah Lall, --	1	1	0
	16. Mungul Sein, --	1	1	0

Arabic Class.—	17. Gholam Murtaza.	These gave in Oordoo Essays only.
	18. Ajoodya Nath.	
	19. Zamin Ali.	
	20. Robhoo Lall.	
	21. Sufdur Ali.	
	22. Rutan Lall.	
	23. Neeaz Ali.	
	24. Abdool Hafiz.	
Second English Class.	25. Bugut Pershad.	An Oordoo Essay only.

" It will be observed that of the 16 students in the first English " class all gave in English Essays, and all except four, viz. G. W. " Cline, E. Hutton, J. Staines and Wooma Churn gave in Vernacular " Essays also, of which 9 were in Oordoo and 3 in Hindee."

" I enclose a detailed report, giving my opinion in full on each of " the English Essays, and the number of marks I have adjudged to " each, taking 100 as the standard. The same report contains also " separate remarks on the Vernacular Essays of this class."

" There can be no doubt as to which is the best of the former. " The Essay in English, of R. Forrest, is superior to all the others " in argument, style, spelling and writing, and I recommend him for " the Gold Medal."

" Of the other Essays, those of E. Hutton, J. Staines and " G. W. Cline, are idiomatic performances."

" The Essays of Koonj Behary, Wooma Churn, Azim Buksh, " and Dabi Das, among the native students, deserve notice, as " showing a very fair knowledge of the subject set, and some power of

" reasoning. But even these four students, though the best among " the natives, appear unable to express their thoughts in idiomatic, " or even in grammatical English. Not one of the native students " has acquired a mastery over that language, so as to be able to write " it fluently or correctly. I regret also to observe that the actual " writing in most of the Essays is bad, and the spelling in some " indifferent. These faults of writing and spelling extend to the nine " Oordoo Essays given in by this class, and they are not altogether free " from errors of grammar. Even in their own language, Oordoo, " the students of this class are wanting in correctness, fluency and " elegance. The three Hindee Essays are better, but I am not prepared to " recommend any one of them for a prize. Koonj Behary and Kanjee " Mull have given in Oordoo Essays in the Nagree character, which " contain many mistakes, and the Essay of Salik Ram, though " expressed in correct Hindee, is very poor in matter."

" Of the eight Essays given in by the Arabic class, five, viz. thos " of Roohoolla, Sufdur, Ghoolam Murtaza, Neeaz Ali, Rutun Loll, ar " very creditable performances, and free from those deficiencies in " Writing, Spelling and Grammar, which occur in the Vernacular " Essays of the English class. They also show more knowledge of " the subject than I had expected to find in this class. The best " Essays are those of Roohoolla and Sufdur Ali. Both seem to un- " derstand the subject, and write on it with ease. I have had some " difficulty in deciding between the two, but on the whole, give the " preference to Roohoolla, whom I recommend for a Silver Medal."

"The Essay of Bugut Pershad, of the second English Class, is very " poor, but correctly written and expressed."

" In conclusion I would suggest that in the first English Class " more attention and time be devoted to the *rudiments* of the English " and Vernacular languages. The Native students now cannot write " what they know, whether in their own language or in English, with- " out making grave mistakes, and with their present command of the " Oordoo, they must have difficulty in using it *as the means of acquir-* " *ing* as well as imparting information in any but the simplest matters. " I would further suggest that the importance of writing a clear legible " hand in the Roman and Persian characters should be impressed on " the students of this class."

The Committee unanimously concurred in Mr. Christian's suggestion, that a silver medal be given to Roohoolla for his Essay, and his Honor's sanction was obtained, as also for the proposal that the Committee be authorized to offer a similar award at future examinations.

Annexed is a List of Scholarships which the Committee recommended for the present year. Roohoolla, whose name appears in the list

has already held his scholarship for three years; the Committee, nevertheless, recommended its continuance on account of his merit as a Persian Scholar, and to enable him to persevere in the study of the Civil Law, about which he is engaged.

In order to set free the Bhurtpore Scholarship, now held by Pundit Koonj Behary, the Committee recommended that His Honor should authorize them to draw for the full Officiating pay of the Assistant Professor, viz. Rs. 50 per mensem, from the commencement of the year.

Studies in which Competitors for Scholarships in the English Department, Agra College, are required to qualify themselves during the year 1853.

SENIOR SCHOLARSHIP'S DIVISION.

First Class.

1*st Division.*—Prose.—Bacon's Essays.

Poetry.—Shakespear's Henry VIII. The first two Books of Milton's Paradise Lost (as in Richardson's Selections).

History.—The first three Chapters of Macaulay's History of England.

Moral Philosophy.—Smith's Moral Sentiments.

Political Economy.—Smith's Wealth of Nations, volume 1st.

Mathematics.—The Differential and Integral Calculus. Optics (as in Potter), and Astronomy (as in Brinkley).

COMPETITORS FOR SENIOR SCHOLARSHIPS.

2*nd Division.*—Literature the same as 1st Division, with the exception of Smith's Wealth of Nations.

Mathematics.—Newton's Principia (as in Goodwyn or Evans.) The Doctrine of Limits and Elements of the Differential and Integral Calculus. Analytical Geometry and Spherical Trigonometry. Hydrostatics (as in Webster).

Law.—Blackstone's Commentaries, vol. 1st.

3*rd. Division.*—Prose.—Bacon's Essays.

Poetry.—Childe Harold, Canto 3rd, as in Richardson's Selections.

MORAL PHILOSOPHY.—Smith's Moral Sentiments.

HISTORY.—The first three Chapters of Macaulay's History of England.

MATHEMATICS.—Conic Sections (as in Goodwyn). Theory of Algebraical Equations. Mechanics (as in Potter and Snowball).

4th Division.—Addison's Spectator, from the end of the Criticism on Milton, (Calcutta Edition.)

POETRY.—Akenside and Johnson (as in Richardson's Selections). Mathematics, Euclid, Algebra, and Plane Trigonometry.

The whole Class.—Experimental Philosophy as taught in the Principal's Lectures. Elements of Topography and Architectural Drawing.

COMPETITORS FOR JUNIOR SCHOLARSHIPS.

SECOND CLASS.

PROSE.—Selections from Goldsmith's Essays, (Calcutta Edition.)

POETRY.—Ditto Pope, Prior, and Akenside; Poetical Reader No. 3, part 2nd, (last Edition.)

HISTORY.—Keightley's History of England.

GRAMMAR.—Crombie's, part 2nd, (Syntax.)

GEOGRAPHY AND MAPPING.

MATHEMATICS.—Euclid, Books VI. and XI., Algebra, to the end of Simple Equations, Arithmetic and Elements of the Theory of Numbers.

Experimental Philosophy, as taught in the Principal's Lectures.

THIRD CLASS.

POETRY.—Poetical Reader No. 3, last edition, part 1st, from page 50 to the end of part 1st.

HISTORY.—Marshman's Brief Survey of History, and the Eton Chronology of the History of England.

GEOGRAPHY.—Yates' Geography; the Definitions, and the whole of Asia, 64 pp.

GRAMMAR.—Murray's large Grammar; the Rules and Exercises in Orthography and Syntax.

ARITHMETIC.—To Decimal Fractions, &c.

GEOMETRY.—Euclid, four first Books.

ALGEBRA.—The Simple Rules, and Involution and Evolution.

FOURTH CLASS.

PROSE.—Reader No. 5, the first half.

POETRY.—Poetical Reader No 3, last edition, part 1st, to page 50 from the beginning.

GRAMMAR.—Murray's Abridged Grammar, the whole.

GEOGRAPHY.—Clift's first Geography, the whole.

ARITHMETIC.—To the Double Rule of Three.

GEOMETRY.—The first Book of Euclid.

Note.—The studies of the classes junior to the above will be similarly graduated downwards.

Studies in which Competitors for Scholarships in the Oriental Department of the Agra College, are required to qualify themselves during the year 1853.

ARABIC CLASS.

1*st Division.*—Hidyah, from Khitab-ool Shahada to Khitab Injineaut. Mootunubbi, to Rudeef-kof. Noor-ool-Unwaree, the whole.

2*nd Division.*—Qootbee, the whole. Ukhwan-ool-Suffa, the whole.

3*rd Division.*—Moontukhbat Arbi, the whole.

4*th Division.*—Neho Meer and Metahumul, the whole of both.

1ST PERSIAN CLASS.

1*st Division.*—Tarikh Ukburri, the half; Kymyah, the 3rd Chapter. Qusaid Khakanee, the whole.

2*nd Division.*—1st Section. Uklaq Jelalee and Qusaid Unwaree, the whole of both.

2*nd Section.*—Toghra and Dewan Hafiz, the whole of both.

3rd Division.—Qusaid Oorfee and Abdool Waseh, the whole of both.

2ND PERSIAN CLASS.

1st Division.—Tahir Vaheed, the half; Secundernamah, 100 pages; Chargoolzar, 20 pages.

2nd Division.—Complete the Goolistan with Preface; Madhoram, the half, (about 60 pages.)

3rd Division.—Goolistan, 107 pages, omitting the 5th Chapter; Insha Khalifa, 30 pages, half.

4th Division.—Moontukhbat Farsi, (Persian Reader,) Nos. 1 and 2, the whole.

1ST OORDOO CLASS.

1st Division.—Ikhlaq Jelalee, Gilchrist's Risala, and Bagh-o-bahar, the whole of each.

2nd Division.—Ditto ditto ditto, a portion of each; Bagh-o-bahar, the whole.

1ST SANSCRIT CLASS.

1st Division.—Siddhant Koumoodee (Grammar), 80 pages, from Stripritha to Karkant Nyaya (Logic,) Siddhant Chundrodeh, 51 pages, to the end of the Prityaksha Kund; Nishud Kavya, (Poetry,) from page 250 to the end of the 3rd Chapter; Mitaksharah, (Law,) Vyavuara-dhya, 128 pages from the beginning; Vedhant Sar, (Philosophy,) the whole.

2nd Division.—Siddhant Koumoodee, (Grammar,) 60 pages, to the end of Punchsundeh Maghkavya, (Poetry,) 91 pages, to the end of the 2nd Chapter; Rugvansh Kavya, (ditto,) 302 pages, to the end of the 9th Chapter.

2ND SANSCRIT CLASS.

Magha Kavya, from pages 250 to 554; Rugvansh Kavya, 437 pages; Madh Koumoodee, (Grammar,) 170 pages; Brief Survey of History and Clift's Geography, Lelavutee, Bij Gunit, and Arithmetic, the whole of each; Euclid, to 4th Book; Algebra, the Fundamental Rules.

1ST HINDEE CLASS.

The Mahabharut, 3 vols. and a half; Ramayun, the whole; Clift's Geography, the whole; Euclid, 1st to 4th and 6th Books.

Note.—The studies of the classes junior to the above, in each of the departments will be similarly graduated downwards.

In reply to the report of the Local Committee, the Honorable the Lieutenant Governor was pleased to sanction the Scholarships awarded for the present year amounting to Rs. 351 per mensem.

His Honor expressed also his gratification at the report of Roohoolla's proficiency in Oordoo composition. The presentation of a Silver Medal to him was also approved of, and the prolongation of his scholarship beyond the usual term sanctioned. Sanction was also accorded for the offer at future examinations of a Silver Medal for a Vernacular Essay.

The Lieutenant Governor was pleased to sanction the grant of a Gold Medal to R. Forrest, for his English Essay.

The proposal of the Committee to give Koonj Behary, Officiating Assistant Professor, his full salary from the commencement of the year, was sanctioned, and the disposal of the Bhurtpore Scholarship in the manner contemplated, approved of.

In conclusion, his Honor desired his acknowledgments to be conveyed to the gentlemen who assisted at the examination for the service they rendered on the occasion.

DEHLIE COLLEGE.

61ST YEAR.

RETURN OF THE LOCAL COMMITTEE PUBLIC INSTRUCTION, ON THE 30TH APRIL 1853.

NAMES.	DESIGNATION OF OFFICE.
Sir Theophilus Metcalfe, Bart., ..	Agent to Lieutenant-Governor, N. W. P., and Commissioner of the Dehlie Division.
A. A. Roberts, Esq., ...	Magistrate and Collector of Dehlie.
Moulvie Suddur-ood-deen, ...	Principal Sudder Ameen.
Rai Ramsurn Dass, ...	Deputy Collector at Dehlie.
Nuwab Hamud Ali Khan.	
J. Cargill, Esq , ...	Secretary.

Establishment of the several Departments of the Dehlie College, as on the 30th April 1853.

NAMES.	DESIGNATION.	SALARY.	DATE OF APPOINTMENT.
J. Cargill, Esq., ..	Principal, ...	600 0 0	1st July 1850.
S.G.T.Heatly, Esq.,	Head Master, ...	400 0 0	11th Feby. 1853.
Mr. E. Roberts, ..	Master, ...	200 0 0	19th Sept. 1846.
Mr. R. Steward, ..	Ditto, ...	150 0 0	12th Oct. 1843.
Mr. J. F. Goulding,	Do. & Drawing Ditto,	175 0 0	4th July 1848.
Wuzeer Ali,.. ..	Master, ...	50 0 0	12th April 1841.
Hoosinee, ...	Ditto, ...	40 0 0	1st May 1841.
Ramkishen,.. ..	Urdoo Teacher, ...	80 0 0	1st Jany. 1841.
Sheopershad,.. ..	Ditto,..	40 0 0	1st June 1833.
Noor Mahomed, ..	Ditto, ...	30 0 0	17th May 1841.
Taruck Nath, ..	Writing Master,.. ..	30 0 0	10th June 1838.
Radhakishen, ..	Nagree Teacher,.. ..	8 0 0	1st July 1841.
Shunker Doss, ..	Librarian, ...	25 0 0	5th April 1848.
Jeewun Ram,.. ..	English Writer, ...	13 0 0	5th Ditto 1848.

Names.	Designation.	Salary.	Date of Appointment.
Noor Ali, ...	Duftri,..	7 0 0	17th May 1841.
	3 Chuprassees, at 4, ..	12 0 0	
	1 Durwan, ...	4 0 0	
	1 Furrash, ...	4 0 0	
	1 Chowkeedar, ...	4 0 0	
	1 Sweeper, ...	3 0 0	
	Prize Books, ...	20 13 4	4th Jany. 1843.
	Oriental Department.		
Syed Mahomed, ..	1st Arabic Teacher, ..	100 0 0	1st June 1825.
Jafir Ali, ...	1st Shea ditto, ...	100 0 0	1st April 1841.
Soobhan Buksh, ..	2nd Arabic ditto, ..	60 0 0	4th Decr. 1834.
Vacant, ...	3rd Ditto ditto, ...	35 0 0	
Immam Buksh, ..	1st Persian ditto, ..	50 0 0	1st April 1841.
Kurreem Buksh, ..	2nd Ditto ditto,.. ..	35 0 0	21st Jany. 1851.
Ahmud Ali, ...	3rd Ditto ditto, ...	25 0 0	17th Decr. 1852.
Ram Chunder, ..	1st Sanscrit ditto, ..	60 0 0	24th April 1844.
Kidar Nath, ...	2nd Ditto ditto, ...	20 0 0	1st Ditto 1844.
Ram Chundra, ..	1st Scientific ditto, ..	100 0 0	28th Feby. 1844.
Radhakishen, ..	2nd Ditto ditto, ...	50 0 0	21st Jany. 1851.
Syed Mahomed, ..	Persian Writing and Nagree Teacher, ..	28 0 0	5th July 1829.
Zukkoollah, ...	Arithmetician, ...	20 0 0	12th Sept. 1851.
Jeewun Ram, ..	English Writer, ...	12 0 0	5th April 1843.
Radhakishen, ...	Treasurer, ...	10 0 0	16th Ditto 1829.
Ashruf Ali, ...	Moonshi, ...	10 0 0	15th Sept. 1831.
Ditto, ...	Librarian, ...	10 0 0	1st Jany. 1833.
	4 Chuprassees, at 4, ..	16 0 0	
	1 Furrash, ...	4 0 0	
	1 Chowkeedar, ...	4 0 0	
	2 Bheestees, at 4, ..	8 0 0	
	1 Kuhar, ...	4 0 0	
	1 Gardener, ...	4 0 0	
	2 Sweepers, at 3, ..	6 0 0	
	Prize Books, ...	20 13 4	
	Total, Co.'s Rs. ..	2687 10 8	

List of Senior and Junior Scholarships of the Dehlie College, for the year 1853.

Names.	Amount of Salary.	Total of each Department.	Grand Total.
English Department.			
Senior Scholars.			
Ameer Ali,	25 0 0		
Bishun Nath,	25 0 0		
Dwarka Nath,	25 0 0		
Nund Kishore,	20 0 0		
Ramjus,	12 0 0		
Bhugwan Dass,	12 0 0		
Elahee Buksh,	12 0 0		
Raja Lall,	9 0 0		
Kishun Lall,	9 0 0		
Rujjoo Mull,	9 0 0		
Sut Cowree,	9 0 0		
Sheo Narain,	9 0 0		
		176 0 0	
Junior Scholars.			
Peyaree Mohun,	8 0 0		
Goorsaha,	6 0 0		
Noor Mahomed,	6 0 0		
Chundoo Lall,	5 0 0		
Goor Pershad,	5 0 0		
Hurdeo Saha,	5 0 0		
Oomrao Singh,	5 0 0		
Sree Nath,	5 0 0		
W. R. Vyall,	5 0 0		
Atma Ram,	5 0 0		
Kunhia Lall,	5 0 0		
Peyara Lall,	5 0 0		
Venaick,	5 0 0		
Fukeer Chund,	4 0 0		
Gopal Singh,	4 0 0		
Pran Kishun,	4 0 0		
Ram Chunder 1st,	4 0 0		
Ram Chunder 2nd,	4 0 0		
Sher Singh,	4 0 0		
Tara Chund,	4 0 0		
Ummur Nath,	4 0 0		
Bishumbher,	4 0 0		
Kunhia Lall,	4 0 0		
A. Collins,	4 0 0		
		114 0 0	
Carried over,		290 0 0	

Names.	Amount of Salary.	Total of each Department.	Grand Total.
Brought forward, ..	.. .. ..	290 0 0	
Gunga Pershad, ...	4 0 0		
Hoosinee, ...	4 0 0		
Shunker Dass, ...	4 0 0		
Wuzeer Ali, ...	4 0 0		
Bishumbher, ...	4 0 0		
Gungapershad, ...	4 0 0		
Hookoomut Rai, ...	4 0 0		
Ramashama, ...	4 0 0		
Sheojee Ram, ...	4 0 0		
Ahmud Ali, ...	4 0 0		
Heera Lall, ...	4 0 0		
Rampershad, ...	4 0 0		
Shunker Nath, ...	4 0 0		
		52 0 0	342 0 0
Arabic Department.			
Senior Scholars.			
Nuzeer Ahmud, ...	12 0 0		
Tufuzool Hoosain, ...	12 0 0		
Khwaja Zeyaooddeen, ...	9 0 0		
Sheik Zeyaooddeen, ...	9 0 0		
Fuzla Ruhman, ...	9 0 0		
Gholam Qoodsee, ...	9 0 0		
Raheem Buksh, ...	9 0 0		
Noorul Hussun, ...	9 0 0		
Syed Abdoolla, ...	9 0 0		
Alinuqee, ...	9 0 0		
Alumder Hoossain, ...	9 0 0		
Hoosine Buksh, ...	9 0 0		
Mohomed Mirza, ...	9 0 0		
Oolfut Hoosain, ...	9 0 0		
		132 0 0	
Junior Scholars.			
Lateef Hoosain, ...	6 0 0		
Ahmud Hussun, ...	5 0 0		
Mooshurruf Ali, ...	4 0 0		
Abdoolla, ...	4 0 0		
Nusseeroodeen, ...	4 0 0		
Abdoolla Beg, ...	4 0 0		
Hyder Hussun, ...	4 0 0		
Syed Ahmed, ...	4 0 0		
Moonawir Hoosain, ...	4 0 0		
Yakoob Ali, ...	4 0 0		
		43 0 0	175 0 0
Carried over, ..	.. ..	0 0 0	517 0 0

Names.	Amount of Salary.	Total of each Department.	Grand Total.
Brought forward, ...		0 0 0	517 0 0 0
Persian Department.			
Senior Scholars.			
Dhurnidhur, ...	9 0 0		
Babur Ali, ...	9 0 0		
Dilsher Khan, ...	9 0 0		
Nujmooddeen, ...	9 0 0		
		36 0 0	
Junior Scholars.			
Mohumed Beg, ...	7 0 0		
Abdool Ghunnee, ...	5 0 0		
Sulleemoollah, ...	5 0 0		
Doorgapershad, ...	4 0 0		
Deokee Nundun, ...	4 0 0		
Jankee Doss, ...	4 0 0		
Budree Nath, ...	4 0 0		
Sookhun Loll, ...	4 0 0		
Ummer Nath, ...	4 0 0		
Ali Buksh, ...	4 0 0		
Golab Sing, ...	4 0 0		
Shunker Doss, ...	4 0 0		
Kurm Ahmud, ...	4 0 0		
Khwaja Ahmud, ...	4 0 0		
Nadir Hoosain, ...	4 0 0		
Peyara Lall, ...	4 0 0		
Abdoor Ruhman, ...	4 0 0		
Esanool Huq, ...	4 0 0		
Soobhanooddeen, ...	4 0 0		
		81 0 0	117 0 0
Sanscrit Department.			
Senior Scholar.			
Purs Ram, ...	9 0 0		
Junior Scholars.			
Bisheshor Nath, ...	4 0 0		
Gowree Shunkur, ...	4 0 0		
Hurna, ...	4 0 0		
Manohur, ...	4 0 0		
Ramjeewun, ...	4 0 0		
Bishun, ...	4 0 0		
Jugdess, ...	4 0 0		
Palee, ...	4 0 0		
Premsook, ...	4 0 0		
Byjoo, ...	4 0 0		
Kidara, ...	4 0 0		
		53 0 0	53 0 0
Total, Co.'s Rs. ..	.. .. ..	.. .. ..	687 0 0

Statement of the Number, Caste, &c., of the Students, as on the 30th April 1853.

Statement showing the Number of Paying Students and the amount paid by them, and Students who do not pay, on the 30th April 1853.					*Statement showing the Number of Students studying each of the languages, on the 30th April 1853.*				*Statement showing the Number of Students on the 30th April 1853.*			Remarks.
Non-Paying.	Paying.	Total. Rs.	A.	P.	English.	Arabic.	Persian.	Sanscrit.	Christians.	Mahomedans.	Hindoos.	
	8 at 5 Rs. each. 2 at 3-12 Rs. ditto. 1 at 3 Rs. ditto. 8 at 1 Re. ditto. 2 at 12 As. ditto. 205 at 8 As. ditto.											
94	226	1818	2	0	199	39	57	25	10	93	217	
		48	0	0								
		1770	2	0						320		

199 of the pupils in the English Department, and 25 of the Sanscrit Department, study Urdu, 7 of the Persian Department study English, and 74 of the Persian Department study Nagree, and 8 of the English Department study Persian.

The daily average attendance of the students, from the 1st May 1852 to 30th April 1853, was 194 in the English Department and 101 in the Oriental Department.

Statement of the Receipts and Disbursements of the Dehlie College, from the 1st May 1852 to 30th April 1853.

Separate Fund.	*Assignment from Parliamentary grant.*	TOTAL.	*Assignment from additional grant dated 16th Dec. 1840.*	*Establishment and expenses as fixed by Govt. in letter dated 16th Dec. 1840.*	*Additional grant in Prize Books, dated 4th January 1843.*	*Grand Total of Receipts.*	*Name of Charges.*	*Item.*	TOTAL.
Escheat Fund, 3000 0 0 Endowments from Nawab Itmad-ood-dowlah, ... 7253 5 4									
							English Department.		
							Principal,	7200 0 0	
							English Masters,	9634 13 5	
							Drawing Master,	1825 0 0	
							Vernacular Masters,	1800 0 0	
							Writing Masters,	360 0 0	
							Nagree Master,	96 0 0	
							Librarian,	300 0 0	
							Establishment,	564 0 0	
							English Scholars,	4234 0 0	
							Contingencies,	485 2 0	
Total, ...10253 5 4	8958 10 8	18912 0 0	21168 0 0	40080 0 0	500 0 0	40580 0 0	Prize Books,	250 0 0	26748 15 5
							Oriental Department.		
							Arabic, Persian and Sanscrit Teachers,	5923 2 9	
							Teachers of European Science,	1800 0 0	
							Establishment,	1056 0 0	
							Oriental Scholars,	3712 10 5	
							Contingencies,	192 0 0	
							Prize Books,	250 0 0	12933 13 2
							Total Co.'s Rs.		39682 12 7

RECEIPTS.

Balance on the 1st May 1852,	1731 11 1
Fines realized,	227 11 8
Books sold,	745 3 3
Tuition Fees,	1818 2 0
Income of the College Garden,	140 0 0
Prize allowance for both Departments,	500 0 0
Contingencies,	391 11 0
Postage from Government,	172 14 0
Total Co.'s Rs.	5767 5 0

DISBURSEMENTS.

Prize,	127 2 0
Books purchased,	1796 14 8
Contingencies,	845 2 3
Charges for realizing Tuition Fee,	48 0 0
Monitor,	97 6 9
Balance on the 1st May 1853,	2852 11 4
Total Co.'s Rs.	5767 5 0

REPORT OF THE DEHLIE COLLEGE FOR THE YEAR 1852.

The following changes in the Establishment of the Dehlie College took place during the past year.

The second Persian Moulvee, Hussun Ali Khan, who had been a teacher in this College for the space of twenty-two years, died on the 10th of August last, much regretted by his pupils and those with whom he was in immediate official connection. He had been a translator and author of some note in Dehlie. Moulvee Kureem Buksh, formerly third Persian Moulvee, was, with the sanction of Government, appointed to the situation vacated by the death of Hussun Ali Khan; and Moulvee Ahmud Ali, who had obtained leave to proceed to Indore on the 21st January 1850, was restored by Government to his former situation of third Persian Moulvee. He joined his appointment on the 16th of December last. Mr. Taylor, the Head Master, who had taught in this College for the last twenty-two years, and who had acquired the esteem and confidence, not only of the pupils, but also of all those with whom he was in official connection, and who had done so much to forward the cause of Education, gave notice of his intention to resign his appointment from the re-opening of the College for 1853, in order to proceed to Europe. On this subject the Local Committee of Public Instruction, at a meeting held in the College on the 6th October last, the President in the chair, recorded the following Resolution: "That a letter be addressed to Mr. Taylor express-"ing how deeply sensible the Committee are of his past most valuable "services; and how much they regret the termination of his connec-"tion with them, and his secession from active service, in a cause "which he has hitherto been so instrumental in promoting."

The College re-opened after the annual vacation on the 19th January 1852, and closed after the annual examination on the 24th December 1852. During this interval the number of School days was 236, exclusive of the prescribed holidays and Sundays. The daily average attendance in each Department was

In the English Department,	-- -- -- -- --	198
Ditto Arabic ditto,	-- -- -- -- --	34
Ditto Persian ditto,	-- -- -- -- --	46
Ditto Sanscrit ditto,	-- -- -- -- --	20
Making a total of	-- -- -- -- --	298

out of 315 on the Rolls.

The following Statement shows the number of paying and non-paying pupils in the month of December 1851 and 1852 respectively, and also the number of pupils who at the latter date were paying fees varying in amount from 5 rupees to 8 annas.

Among these are 17 Christian youth.

English Department.

	Free.	Paying.	Total.
In December 1851, -- -- --	71	131	202
Ditto 1852, -- -- --	59	149	208

Arabic Department.

	Free.	Paying.	Total.
In December 1851,-- -- --	30	13	43
Ditto 1852,-- -- --	17	19	36

Persian Department.

	Free.	Paying.	Total.
In December 1851, -- -- --	10	35	45
Ditto 1852, -- -- --	9	39	48

Sanscrit Department.

	Free.	Paying.	Total.
In December 1851, -- -- --	9	13	22
Ditto 1852, -- -- --	5	18	23

	Paying Students in December 1852.				Rs.	A.	P.
9	Paying	Rs. 5 0	per month, -- -- -- --		45	0	0
1	Do.	,, 3 12	,, Do.-- -- -- -- --		3	12	0
2	Do.	,, 3 0	,, Do.-- -- -- -- --		6	0	0
7	Do.	,, 1 0	,, Do.-- -- -- -- --		7	0	0
1	Do.	,, 0 12	,, Do.-- -- -- -- --		0	12	0
201	Do.	,, 0 · 8	,, Do.-- -- -- -- --		100	8	0
221			Total Co.'s Rs.		163	0	0

This is Rs. 3-8-0 less than the amount of the fee for the month of December 1851, although there are on the rolls, as will be seen from the above Comparative Statement, 27 more paying pupils.

The amount of Tuition fees realized throughout the year was Rs. 1,910-1-6, and the amount due was Rs. 173-2-0, making a total of Rs.2,083-3-6; but from this must be deducted the sum of Rs. 60 due in former years, but which had been recovered in 1852. The whole amount, then arising from this year's operations, will be Co.'s Rs. 2,023-3-6, giving Co.'s Rs. 39-14-10 in excess of the amount arising from the operations of 1851, which latter sum was Co.'s Rs. 1,983-4-8.

The following Statement shows the comparative number of admissions for the last five years :

	English.	*Arabic.*	*Persian.*	*Sanscrit.*	*Total.*
Admitted in 1848,	73	7	8	1	89
Ditto 1849,	70	2	7	3	82
Ditto 1850,	82	4	19	3	108
Ditto 1851,	89	19	30	13	151
Ditto 1852,	69	4	34	7	114

From the above statement it might appear that the desire for education at least, as compared with last year, was diminishing in Dehlie and the neighbourhood; but perhaps the following explanation will be deemed satisfactory. In the first six months of the year, eighty fresh pupils were admitted into the College, and during the last six months only 34. Out of the 69 English admissions throughout the year, 52 took place in the first six months, and only 17 in the last. What was the cause of this?

The cause of this appeared to have been the conversion and baptism of Ram Chunder, 1st Teacher of Science through the medium of Oordoo, and of Chimun Lall, Sub-Assistant Surgeon of Dehlie. The number on the rolls, at the opening of the College in 1852, was 318. On the 10th of July, the day before the baptism, the numbers had increased to 342, and one month after that date, on the 10th of August, the numbers had again decreased to 318; and it is believed that had all those, who did not have their names taken off immediately, but stopped away on pretence of sickness, or necessary business, never returning however, been at once struck off the rolls, the whole decrease would have taken place almost the very day after the baptism. Nor was there any doubt that for more than a month previous to the bap-

tism, boys were prevented entering the College from the violent agitation that prevailed throughout the City on that subject. The agitation and horror of conversion would now, however, appear to have subsided, as during the few days the College had re-opened (on the 24th January) 13 paying pupils had been admitted.

The following list gives, as far as could be ascertained, the names of the pupils of this College, who obtained employment during the past year. In the report for the year 1851, a list of 31 pupils, in some shape provided for, was exhibited. In the year 1852, it fell short of that; but from this it must not be concluded that the demand for the service of educated natives was on the decrease. Taking into consideration the field, certainly wide enough as to superficial extent, but virtually of very contracted limits, here open for educated agency, very great fluctuations must be expected in the demand as well as in the supply. In 1851, all the first class was taken away bodily; in 1852, there had not been a single demand thereon, save in offers of very low salaries which were always declined.

Doorga Pershad, 1st English Class, learning the Session Judge's Office work.

Radha Kishun, 2nd English Class, Teacher of a Gentleman, on Rs. 50.

Jawahir Lall, 2nd English Class, English Writer in the Office of Superintendent of Roads.

Mohommed Yakoob, 1st Arabic Class, Head Teacher of the Ajmere School.

Sirajooddeen, 1st Arabic Class, Pergunnah Visitor in Zillah Roorkee.

Mohommed Sabir, 2nd Ditto, Teacher of a Gentleman.

Ukber Beg, 1st Persian Class, entered the Roorkee College.

A general half-yearly examination was taken during the past Session, commencing on the 24th of June 1852, and the result reported to the Local Committee on the 7th of July. The Committee were pleased to express themselves satisfied with the result. Indeed, it is considered that the half-yearly examination was more satisfactory than that at Christmas. In this year certainly some of the boys were sour and discontented for some weeks after the conversion of Professor Ram Chunder; but under the system of holidays that has hitherto prevailed in this College, a considerable portion of the latter months of the year must necessarily be frittered

away. Two holidays in a week (of course in addition to Sundays) occasion, amongst the majority of pupils, dissipation of the mind, unnerve the faculties, and render them completely unfit for study. Now, let the holidays of the year 1852 be taken, and in no year is there any variation of the slightest importance except as to the time of their recurring. In addition to Sundays there were seven holidays in the month of July, three in the month of August, four in the month of September, nine in the month of October, and seven in the month of November. Nothing save the most determined resolution and application on the part of the boy himself, could make a first-rate scholar under such a system: very little more than half the number of days in the two months immediately previous to the examination, (and therefore the most important months) were schooldays. The Local Committee are fully aware of the evil of these constantly occurring holidays, and have expressed their determination to reduce them to the lowest possible number, consistently with due regard to the allowance of those days which are absolutely necessary for the performance of *bonâ fide* religious observances. It is believed that not a fourth of these holidays are necessary for the purposes of religion, and it would further education, as well as be a great boon both to master and scholar, were the holidays all, or nearly all, given together at one or two stated times. Many of the masters, and scholars whose families and homes are at a distance, would in this case be able to visit them annually. It is a mistake to suppose that the Pundits and Moulvees themselves are anxious for the holidays, as they at present are given, and as at one time Mr. Cargill had been led to conceive. The fact is they laugh in their sleeves at the morbid dread, or rather panic, which afflicts all Englishmen, of interfering with religious matters. Three-fourths of their religious ceremonies are excrescences which have grown up out of a more healthy system; and enlightened Pundits will lend their support very gladly in a reform. It ought always to be kept in mind by Government officers in this country that they themselves must originate reforms. Enlightened natives will most gladly follow, but cannot lead.

During the past year the five lower English classes were placed under the more immediate superintendence of Mr. E. Roberts, the second English Master, who, in general, discharged that duty satisfactorily. It is a duty, however, not discharged so easily as might at first sight be imagined. By many it is supposed that any species of pedagogue whatever is qualified to instruct in the rudiments of Spelling and Reading. This is a great mistake. When little boys of eight or nine years of age begin to learn, (especially to learn a foreign language), their teacher ought to be a man who himself can read distinctly and clearly, and pronounce well, besides having an inexhaustible supply of patience and good temper. Without this the little boys make slow progress, and many of them leave the College, after having remained only a month or six weeks. This had been felt grievously, and Mr. Cargill is confident that had there been a better teacher for the lowest class, there

would have been fifty more pupils reading in the College than there are at the present day: this he asserts with regard to his own two years' experience. It is feared that this point has not been sufficiently considered hitherto, and that the lowest masters are not the best adapted for the work allotted to them. The evil, however, arises in a great measure from circumstances beyond the control of Educational Officers, or Local Committees.

The Annual Examination commenced on the 22nd November, and continued to the 24th December 1852, on which day a meeting of the Local Committee was held, the President, Sir Theophilus Metcalfe, in the chair. During this period every class in all the departments of the College was subjected to a thoroughly sifting examination, and every precaution was taken to prevent copying and unfair practices. From the proceedings of the Committee, it will be seen that one student detected in an attempt to copy was ordered by the Local Committee immediately to be deprived of his scholarship.

With regard to the general result of the examination, Mr. Cargill repeated his statement of last year, that no brilliant result had been arrived at, but he believed that the teachers had been usefully and profitably employed during the year. In one respect, he was certain, great progress had been made, that is, in liberalizing the minds and opinions not only of the pupils, but the teachers. The bigotry and prejudice of the Mahomedans, that interposed between the promptings of reason and the faith they have implicitly inherited like walls of adamant, are giving way in all directions. They now see that to study History and Natural Science is of greater importance than to study their Logic, their Law, and their endless religious Commentaries. To study the latter subjects is absolutely essential, in order that they may become intimately acquainted with the Arabic and Persian languages, as there is not a sufficient variety of books on the former subjects to impart, by the reading of them alone, a thorough knowledge of these tongues; but no doubt is entertained that were such books forthcoming, logic and law might entirely be thrown overboard, and the attention of the Government is directed to the subject of forming good Arabic and Persian historical libraries in all their Colleges. There can be little use in so much attention being paid to a system of Logic, in which there is neither over-much reason nor Philosophy. And as for Law, the abandonment of which altogether might be injudicious, a sufficient course might be selected by some good Arabic scholars, confined within very narrow bounds. As for Mathematical and Natural Science, when a course is determined on for the English Departments of the Colleges, it should be translated into Oordoo, and read in the Oriental Department. The want of such a course is much felt. Past experience teaches how unprofitable an application of time and money it is to engage in translating and printing books that are not destined to be read. At present the student of the Oriental Depart-

ment appears to read further in Science than his competitor of the English Department, but it is to be feared that he, from the want of proper text-books, does not acquire that intimate knowledge that otherwise he might acquire. However this be, the College has lately had visitors, most intelligent Military men, Missionaries, persons practically acquainted with education, who have examined the Oriental pupils; have conversed with them on Astronomy, General Science, and Religious and Moral Subjects in general, and these all report that in this Department there is most decided progress, and that in short, nowhere in India is any thing like it going forward.

In the course of study for the year 1852, the elements of the Differential and Integral Calculus had been set down. This, Mr. Cargill states, they were prepared to take up after the half-yearly examination; but it having been found that the Oordoo qualifications of the Students were not exactly what they ought to be, it was deemed more advisable that the hour to be devoted to the calculus should be set apart for the study of their native language. This course was adopted, and the translations from English into Oordoo of the first class at the annual examination were forwarded for the information of Government. These translations were executed in about an hour.

The Second English Class was examined in the subjects noted in the margin.* This class was partly taught by Mr. Taylor and partly by Mr. Roberts, but with the exception of two boys, Sheo Narain and Kishen Lall, they can hardly be said to have passed a good examination. In some subjects, such as Abercrombie's Intellectual Powers, Wayland's Political Economy, and the History of Greece, they appear to have succeeded; but in some of these subjects the questions appear to have been rather easy, and the standard of valuation rather high.

* History of Greece, L. W. K.
Thomson's Selections.
Abercrombie's Intellectual Powers.
Shakespear's Tempest.
Algebra, Euclid.
Wayland's Political Economy.
Essay, Oordoo.
Translation from English into Oordoo.
Arithmetic.

The Third English Class was examined in the subjects noted in the margin.* It was taught in Literature, History, &c. by Mr. Roberts; in Mathematics by Professor Ram Chunder, and in Oordoo by Pundit Ramkishen. On the whole it may, with the exception of the Oordoo, be said to have passed a fair examination. The materials of this class were somewhat heterogeneous, and it contained several old boys, from whom it is feared little is to be expected.

* Keightley's History of Greece.
Marshman's History of India.
Goldsmith's Citizen of the World.
Deserted Village and Traveller.
Algebra, the whole.
Euclid, the whole.
Bag-o-bahar in Oordoo.
Translation from Oordoo into English, and *vice versâ*.

The Fourth Class, which was taught by Mr. Steward, except in the Mathematics, may also be said on the whole to have passed a fair examination, Their Algebra was their weak point, and the boys of English descent, who were in this class, failed to make that progress which might have been expected. This is much to be lamented, but the blame cannot be attributed to any want of attention on the part of Mr. Steward, for he certainly did his best to instruct them.

Much the same observations apply to the Fifth Class, which was taught in English by Mr. Goulding, and in Mathematics by Pundit Radhakishen.

Of the lower classes little need be said, Ramkishen, Wuzzeer Ali, Hoossein, and Sheopershad, the Masters of the 6th, 7th, 8th and 9th Classes respectively, continued to give *every* satisfaction.

With the state of the 10th class, then under monitor Ameer Ali, Mr. Cargill has already expressed his dissatisfaction. He had examined it himself, but was also anxious to have the opinion of Mr. Roberts, under whose more immediate superintendence it was placed throughout the year. That opinion was given in the following words:—

"The first division of this class read to the 23rd page; their read "ing was good, but not their spelling, with the exception of three boys. "It would be as well were the master to give the real meaning of the "word, as well as the sense it bears in the sentence. The second di- "vision read as far as the 4th page, but I regret to say they had com- "mitted the portion to memory more in the style beginners are taught "in Persian than should be, for while they could read the sentence, "and give the meaning of the whole as it stood, few of them could "point out any single word that was asked them. Their spelling was "deficient, but much cannot be expected from them."

For the Arabic and Sanscrit Classes, papers on the subjects noted in the margin* were set by Government, and questions on the following subjects were prepared on the spot, Shashi, Tareekh Tymooree, Shureh Vekayah, Mukamat Hindi, Qootbee, Qoodooree, Muntikhibat Arabi, Kafyah, Hidayat-ool Nahv, Nuffuhtool Yamun, Shureh Moolla, Esaghojee and Kala Kool; some of the Arabic questions forwarded by Government had, however, been selected from Poets, which the students had never read. Thus, the questions received from Go-

* *Arabic Class.*
Dewan Hamasa.
Tareekh Yumeenee.
Moulvee Humdoolla.
Dururri Mookhtar.
Hidaye.
Dewan Mootnubbee.
Noorul Anwar.
Sharay-ool Islam.
Tuhjibool Wusool.

Sanscrit Class.

Siddhant Kaumudi.
Bhutti Kav.
Mitak Shara.
Hitopdesh.
Rugho Vuns.
Ummur Kosh.

vernment in Durul Mookhtar and Noor-ul-unwar were from those places in the books that had not been appointed for the students, consequently questions in those books were made out on the spot. The Persian questions were all prepared here. Moulvees Syed Mahommed and Immam Buksh examined the replies, and the results were afterwards tested by the valuation of Mufti Sudder Ooddeen, the Principal Sudder Ameen. In literature, &c. the Persian Department suffered this year from the loss of Hussun Ali Khan, and also from the weak state of health of Immam Buksh.

In the valuation of the Mathematics of the Oriental Department much the same course was pursued as in the examination of the previous year. The best papers in the higher classes were read over to Mr. Cargill, and the remainder valued in accordance with the numbers that were awarded by him to the former masters. Ram Chunder and Rada Kishen, Kurreem Buksh and Zakaoolla, all lend their assistance in this way to the reading of papers; and Master Ram Chunder was of especial service in estimating the papers of the lower classes.

Sir Theophilus Metcalfe, with his usual liberality, having placed at the disposal of the Local Committee a valuable silver medal for the best Essay on the "British period of the History of India," and having requested Mr. Roberts to be good enough to undertake the examination, that gentleman pronounced the Essay of Bishun Nath of the First Class to be the best, and that of Ameer Ali of the same Class to be the second best. It is somewhat curious that these students were respectively second and first in competing for the medal of Sir Theophilus on the same subject last year. On the Essays Mr. Roberts remarks, "Of the eight Essays for Sir Theophilus Metcalfe's "medal, Bishun Nath's is decidedly the best. He has handled the "subject with considerable method, and evinces a more complete know-"ledge of it than any of the other competitors. But even he has "failed sadly in spelling and in grammar generally. I have noted "twenty occasions of mis-spelling in 17½ pages. Barring these fail-"ings Bishun Nath's composition is a very creditable one, and, as I "said before, the best of the class."

The medal of Mufti Sudder Ooddeen Khan for the best Oordoo Essay on the following subject: "What advantage does a Government obtain from establishing and endowing Educational Institutions, although at a great expense" was awarded to Nuzzeer Ahmud, of the first Arabic Class. Mr. Cargill solicited particular attention to this

Essay, both as to the matter and the liberal spirit in which it was written.

That the boy could have no possible intimation of the subject on which he was about to write until the very moment when it was read out to him, Mr. Cargill was perfectly assured. Many of the other Essays were written in a similar spirit.

Nawab Zeyaooddeen Khan, to mark his interest in the cause of education, offered a silver medal for a paraphrase of a portion of the Tareekh Yemeenee, with a full explanation of the difficult words therein contained. This also was awarded to Nuzzeer Ahmud.

As in the preceding years, notices of the examination of out-door candidates were forwarded by the Local Committee to the Commissioners of Dehlie, Meerut and Bareilly, with the request that they would disseminate them as widely as possible. On the day appointed two Arabic and fifteen Persian candidates presented themselves for examination, and, of these, two Persian candidates were found duly qualified. Two Sanscrit pupils likewise presented themselves, but they were found to have no knowledge of Arithmetic or Geography, and of course could not, according to the rules, succeed.

During the past year 11 Regimental Moonshees and 9 candidates for such offices passed the examination for Regimental Moonshees, laid down in the *Government Gazette*, dated 12th November 1850. Five candidates were unsuccessful.

The Surveying Class throughout the year was attended by 21 students from the English Department, and 7 from the Oriental. The Drawing Class comprised 35 pupils, including 5 of those who also were in attendance in the Surveying Class. No pupils this year from the Arabic Department learned to draw. It is considered that Ameer Ali of the English Class, and Venaick of the 5th, have manifested considerable aptitude for Surveying and Drawing respectively.

The English Library Books were most carefully examined by Mr. Roberts, who reports as follows:

"In reporting upon the Library, I am happy to say I have "found all the books correct, with the exception of one, viz. a Report "on the Coal Committee, which cannot be accounted for.

"The following are some Class Books in a decayed state, having "formerly been lent to the pupils. I would recommend their being "erased from the Catalogue, as they are unfit for further use.

23 copies of Clift's Geography.
11 ,, of Prose Reader, No. 1.

9 copies of Prose Reader, No. 2.
3 „ „ Ditto No. 3.
9 „ „ Ditto No. 4, incomplete.
2 „ „ Brief Survey, destroyed.
2 „ „ Euclid, 1st Book.
1 „ „ Ditto, 6th Book.
4 „ „ Woodbridge's Atlas.

"Many Class Books remain which, being in use in the lower classes, might be sold for the benefit of the College Fund.

"I have requested the Librarian to write out another Catalogue "of the Law Books, for in the present one there is great confusion: "valuable works being mixed up with mere Pamphlet Reports, and "these reports themselves, some of a later date, on a page previous to "those of a prior."

The following is an abstract statement of the English Library and Class Books:—

Library Books.

No. of Works on the 31st December 1851, -- -- --	3287
No. of Ditto added during the year 1852, -- -- --	384
Total, -- --	3671

Class Books.

No. of Works on the 31st December 1851, -- -- --	3085
No. of Ditto added during the year 1852, -- -- --	220
Total, -- --	3305
Deduct No. sold, -- -- --	351
Remaining in Store, -- --	2954

In addition to the above, a great many Books have been ordered out from England, together with a complete set of Meteorological Instruments, an Astronomical Telescope, and a small Electric Telegraph.

Mr. Cargill had hoped to be able to forward with his College Report, a report on the Oriental Library, but was forced at last to abandon that plan. The Library, he stated, would require a very considerable report of itself, and to have attempted it then, would only cause the detention of the annual report beyond all reasonable time. Every page of every book in the Oriental Library had been examined during the last year, and such deficiencies found to exist as, at least, required explanation. He hoped shortly to be able to lay the details before the Local Committee and Government.

In conclusion, Mr. Cargill had only to express his thanks for the able and zealous support he had received from all the Masters and Moulvees throughout the year, and to Sudder Uddeen Khan, Principal Sudder Ameen, for his having examined monthly, except when prevented by a press of business, the Arabic and Persian Departments in Literature.

Minute by Sir Theophilus Metcalfe, Baronet, on the "Report of the Dehlie College, for the year 1852."

I have read this exposition of the last year's working of the Dehlie College with much interest.

It has been carefully compiled, and though I do not concur with our Principal in all his views, I coincide with him in the majority, and consider that his Report is an accurate representation of the present state of the Institutions entrusted to our charge. We are much indebted to Mr. Cargill for his able superintendence, and to the several Masters, especially Mr. F. Taylor, for their zealous co-operation.

Adverting to former Reports, I have been pleased to find that the exertions of Mr. R. Steward, the 3rd Master, have, on this occasion, met with commendation.

The Professors are equally well entitled to our full approbation, and the services of Mooftee Sudder Ooddeen have, as heretofore, been cordially and most usefully accorded.

(Signed) T. METCALFE,
President, Local Committee of Public Instruction.

Camp Oojana, Illaqa Putteealee,
23rd February 1853.

Mr. Roberts remarked as follows:—

"The Annual Report on the working of the Dehlie College contains, as perhaps it ought to do, the sentiments of the Principal of the Institution rather than of the Local Committee of Public Instruction. Too much stress, it appears to me, is laid upon the effects of the conversion to Christianity of Professor Ram Chunder. The College has encountered some bad weather, but the squall has passed over, and the atmosphere is all the clearer. An addition of 13 paying pupils within a week of the opening of College is an earnest, I hope, of a large increase in the present year.

"I notice with pleasure the greater attention now devoted to the qualifications of the students of the English Department in Oordoo, and hope that Mr. Cargill's request to have a course of Oordoo study prescribed may be complied with.

"The Principal's zeal and labors for the improvement of the Institution under his charge are unwearied, and I believe he has on the whole been well supported by the subordinate Masters."

In reply to the Committee's Report, the Lieutenant-Governor noticed with satisfaction, that there had been an increase in the amount of fees realized for the year under report, over the one preceding it.

His Honor was not disposed to attribute much importance to the temporary fluctuation in the numbers at the close of the year.

The Lieutenant-Governor concurred with the Principal in thinking that much evil arose from the large number of holidays, which it is the custom to grant. The period of study is not only much diminished thereby, but its value is also greatly impaired by the frequent interruption and unsettlement which they occasion.

The Lieutenant-Governor desired to receive from the Committee a detailed Statement of Holidays granted during the last year, and the number which the Committee would propose for the future to allow. The Lieutenant-Governor suggested that the register of holidays prescribed by the list of the Sudder Dewanny Adawlut for the Civil Courts or by the Sudder Board of Revenue, North Western Provinces for the Collectorate Treasuries, might be adopted as the basis of a list adapted to the several Collegiate Institutions. Each Scholarshipholder might then be required to forfeit for every day of unauthorized absence a small sum, say of 4 or 2 annas from his allowance, and all others might be similarly fined one anna on pain of expulsion.

The Lieutenant-Governor wished for a further Report from the Committee after they had considered the above observations.

The Lieutenant-Governor concurred in the opinion expressed by the Principal in the 15th paragraph of his Report. The study of Mahomedan Law, Religion and Logic, should not be prosecuted beyond the limit necessary for the acquirement of a knowledge of the language and of the principles of Mahomedan Law. The devotion of much time to the acquisition of these formal and technical sciences is to be deprecated. The compilation of useful selections from Arabic Literature would undoubtedly aid in any endeavors to diminish the evils of the present system, by the provision of approved text books of a high standard for the classes in our several Colleges. The Committee at Dehlie possess peculiar facilities for the accomplishment of such a selection, and His Honor would view with satisfaction any efforts which they might make in this direction. The assurance contained in the close of the same paragraph regarding the progress of the Students of the Oriental Department in science was most gratifying.

The Lieutenant-Governor would also be glad if the Committee would address themselves to the selection of such a course of Oordoo study as is recommended at the close of the 21st paragraph of their Secretary's Report.

It was gratifying to observe the favorable notice of the Essays written for the medals supplied by the liberality of Sir Theophilus Metcalfe and Moulvee Sudur-ood-deen Khan, and that the Oordoo Essay met with the especial praise of the Principal. From a further examination to which it had been subjected, His Honor was disposed to concur in the encomiums bestowed upon it.

It was satisfactory to His Honor to learn that the Principal had undertaken a revision of the valuable Oriental Library of the College. The report upon the subject which was contemplated would meet with the attention of Government whenever it was submitted.

The specimens of Drawings afforded the Lieutenant-Governor much satisfaction.

In sanctioning the scheme of scholarships submitted by the Committee, the Lieutenant-Governor was, however, struck in looking over the list, by the very large number of scholarships of small amount, many of which are given to the lower classes, and observed that the practice in the College appeared in this respect to vary from that in other Institutions.

His Honor invited the consideration of the Committee to this point. The main object of granting Scholarships, was to secure the continued application of successful students in the higher classes, who might otherwise be unable to continue their studies.

It was not apparent why such inducements were requisite in the lower classes; and by a careful revision of the list in the ensuing year, the Committee might be enabled to effect a reduction in the large expenditure now made under this head, and to bring the practice more into accordance with that in the other Colleges.

Course of Study proposed to be followed in the Dehlie College, during the year 1853.

1st English Class, in Literature.

1. Shakespear's Hamlet.
2. Milton's 1st and 2d Books of Paradise Lost.
3. Bacon's Essays.
4. Mackintosh's Ethical Philosophy.
5. Elphinstone's History of India.
6. Guzlyat Sauda, in Oordoo.

In Mathematics, 1st Division.

1. Differential and Integral Calculus.
2. Webster's Hydrostatics.
3. Revision of Mechanics and Conic Sections.

2nd Division.

1. Mechanics.
2. Hymer's Conic Sections.
3. Webster's Hydrostatics.
4. Surveying.
5. Drawing.

2nd English Class.

1. Addison's Spectator, 100 pages.
2. Pope's Essay on Criticism.
3. Dryden's Absalom and Achitophel.
4. Keightley's History of England, vol. 1st, with Corresponding Geography.
5. Anwar Sahilee, in Oordoo.
6. Bag-o-bahar, in ditto.
7. Plane Trigonometry, and the nature and use of Logarithms.
8. Algebra, as far as Geometric Progression.
9. Euclid, 21st Proposition, 11th Book, with revision of whole.

3rd English Class.

1. Goldsmith's Traveller.
2. Campbell's Pleasures of Hope.
3. Goldsmith's Essays, to 61st letter.
4. Marshman's India, the whole.
5. Euclid, 6 Books, 21st Proposition of the 11th.
6. Bridge's Algebra, as far as Quadratic Equations.
7. Natural Philosophy—Introduction. Calcutta Edition.
8. Gool-i-bakaulee, in Oordoo.
9. Moofeed Sibian, in ditto.

4th English Class.

1. Prose Reader, No. 5, to page 250. (Edition 1838.)
2. Poetical Reader, No. 3, Bethune's Edition, 156 pages.
3. Marshman's Brief Survey, the whole.
4. Geography, a general knowledge of the Surface of the Earth and its Inhabitants.
5. Geometry, 4 Books.
6. Algebra, Simple Rules, Involution and Evolution.

5th English Class.

1. Prose Reader, No. 5, to page 111. (Edition 1834.)
2. Poetical Reader, No. 3, Bethune's Edition, 50 pages.
3. History, Marshman's Brief Survey, 144 pages.
4. Geography, Clift's—Europe, Africa and America.
5. Lennie's Grammar, Syntax.
6. History of Bengal, in Oordoo, 100 pages.
7. Arithmetic, as far as Decimal Fractions.

6th English Class.

1. Prose Reader, No. 4, the whole.
2. Poetry, No. 1, Chapter 2nd.
3. History, Marshman's Brief Survey, 96 pages.
4. Clift's Geography, Asia and Europe.
5. Woollaston's Grammar.
6. Arithmetic, as far as Double Rule of Three.
7. Bag-o-bahar, in Oordoo, 100 pages.

7th English Class.

1. Prose Reader, No. 3, the whole, and No. 4, half.
2. Geography, Clift's—Asia.
3. Woollaston's Grammar, Etymology
4. Arithmetic, as far as Reduction.
5. Moofeed Sibian, in Oordoo, from page 82 to 238.

8th English Class.

1. Prose Reader, No. 2, the whole.
2. Grammar, Woollaston's—Etymology.
3. Arithmetic, Reduction.

9th English Class.

1. Reader, No. 1.
2. Arithmetic.

1st Arabic Class, 1st Division.

1. Dururi Mookhtar, from Kitab Shahadut to Ariut, 100 pages.
2. Dewani Hamasa, from page 538 to 685.
3. Tareekh Yameeni, from 242 to 376 page.
4. Mutuvvul to Behs Koolto.
5. Prem Sagur, from page 300 to end.

2nd Division.

1. Hidaya, from Babool Vikalut Bilka to the end of Kitabool Ghusul.
2. Noorool Unwar, from page 100 to the end.
3. Dewani Mootnubbi to the end of the Radeef Lam, 200 pages.
4. Soollum, the whole.
5. Prém Sagur, from page 300 to end.

2nd Arabic Class, 1st Division.

1. Tareekh Tymooree, from page 200 to ——.
2. Shrah Vikaya, from Kitaboon Nikat to Kitabool Vukf, 124 pages.
3. Furaiz Serajee, whole.
4. Prem Sagur, from page 100 to 200.

2nd Division.

1. Mookamat Hurreere, 20 mookams.
2. Qoodooree, from Kitabool Vukf to the end.
3. Qootbee, from the 2nd chapter to the beginning of the Behs Kias, 70 pages.

3rd Division.

1. Kafya, from Mujroorut to the end.
2. Suhruh Moolla, from the Behs Fail to the end.
3. Mookamat Hindee, 25 mookams.

4th Division.

1. Hidayutoon Nehv, whole.
2. Kufya to Mujroorut.
3. Moontikhibat, Arabic, last 2 chapters.

5th Division.

1. Dustoor Moobtadee, the whole.
2. Nehv Meer, the whole.
3. Shrah Maiut Amil, together with Maiut Amil, the whole.
4. Moontikhibat, Arabic, 2 first Chapters.

1st Shea Class, 1st Division.

1. Shuruh Looma, from Kal Filaruz-i-Kaza, 100 pages.
2. Dewan Hamasa, from page 538 to 685.
3. Tareekh Yameeni, 244 to 376.
4. Matuvvul, from the beginning to the Behs Koolta.

2nd Division.

1. Dewan Mootnubbee, from 100 to 200 pages.
2. Sharayool Islam, from Kitab-ool Ghusul to the end of the Shahadut, 106 pages.
3. Soollum, the whole.
4. Tehzeeb-ool Vosool, from Ul Muksudoos Sadis Tilafal to the end.
5. Musoodee, 100 pages.

2nd Shea Class.

1. Nafetool Yamun, from 100 to 200 pages.
2. Shrah Mulla, from beginning to the Behs Tameez.
3. Tehzeeb-ool Muntik, the whole.
4. Shrah Tehzeeb, the whole.

3rd Shea Class, 1st Division.

1. Nehv Meer, the whole.
2. Maiut Amil, the whole.
3. Shrah, ditto.

2nd Division.

1. Surf Meer, the whole.
2. Moonsheb, ditto.

1st Persian Class, 1st Division.

1. Kasaid Budr Chach, the whole.
2. Nuseerai Humdani, ditto.
3. Vikayeh Niamut Khan-i-Alee, the whole.
4. Prem Sagur, from 200 to 300 pages.

2nd Division.

1. Dewan Nasir Ali, the whole.
2. Shust Falah, the whole.
3. Jawahurool Huroof, the whole.

2nd Persian Class, 1st Division.

1. Sakee Namah Zehooree, 1st half.
2. Tahir Waheed to Oostur-lab.
3. Ubdool Wasuh.
4. Prem Sagur, from 50 pages to 150 pages.

2nd Division.

1. Nul Damun.
2. Sanusur Zehooree.
3. Quwaid Farsi.
4. Bytal Pucheesee, half.

3rd Persian Class, 1st Division.

1. Sikundernamah to Jung Dara.
2. Rookat Alumgeeree, the whole.
3. Bytal Pucheesee, 12 fables.

2nd Division.

1. Zuleekha, first half.
2. Insha Khaleefa, ditto.

1st Sanscrit Class, 1st Division.

1. Manoorma, from the beginning to the end of Punch Sindhee, 120 pages.
2. Mitaksheera Lurkprukurn to Daibhag, 125 pages.
3. Kaha Nund, from beginning to Sama Sookt Alunkar, 120 pages.

2nd Division.

1. Siddhant Kaumudi, from beginning of the Samas to Upt Yad kurtik, 160 pages.
2. Pirboodh Chunder Ady, the whole, 104 pages.
3. Umur Koosh from Tirtya Kand to the end, 190.

3rd Division.

1. Mudh Kaumudi, from Pirkurya to Kard, 120 pages.
2. Ragho Vunsh, from Dootya Soorg to whole Sirty-usoury.
3. Ummur Kosh, from ditto Kand to Singhad-burg, 40 pages.

2nd Sanscrit Class, 1st Division.

1. Mudh Kaumudi, from Sadadi-gun to *Nam Dhatoo.*
2. Amur Kosh, first Chapter, with meaning.

2nd Division.

1. Lugho Kaumudi, from the beginning to Ajunt Puling.

1st Science Class.

1. Brinkley's Astronomy, from 151 to 253 pages.
2. Ward's, part 2nd, from the beginning to 3rd Chapter and 6th Chapter and 7th Chapter, from pages 484 to the end of 7th Chapter.
3. History of Greece.

2nd Science Class.

1. Differential Calculus, the whole.
2. Ward's, from the 8th Chapter to 10th, inclusive.
3. Young's Mechanics, from the 35th to 73rd paragraph, inclusive.

3rd Science Class.

1. Differential Calculus, from beginning to Maxima and Minima.
2. Ward's, from Quadratic Equation to Elipse.
3. History of England, in Oordoo, 100 pages.
4. Young's Mechanics, Section 1st, pages 55.

4th Science Class.

1. Miftabool Ufluk, 1st half.
2. Trigonometry.
3. Algebra, 2nd Chapter, and 3 Sections of the 4th Chapter.
4. History of Afghanistan.

5th Science Class.

1. Six Books of Euclid, and 21 Problems of 11th Book
2. Risaleh Musahut, the whole.
3. History of Bengal, in Oordoo, the whole.
4. Algebra, 46 pages.

6th Science Class.

1. Euclid, 1st four Books.
2. Arithmetic.

7th Science Class.

1. First Book of Euclid.
2. Arithmetic, to Decimal Fractions.

BENARES COLLEGE.

61ST. YEAR.

RETURN OF THE LOCAL COMMITTEE ON THE 30TH APRIL 1853.

NAMES.	DESIGNATION.
H. C. Tucker, Esq., President, ..	Commissioner.
A. Shank, Esq., ...	Civil and Sessions Judge.
F. B. Gubbins, Esq., ...	Collector and Magistrate.
Major W. M. Stewart, ...	Agent Governor General.
James G. Gordon, ...	Merchant.
Mahārājāh Iswari Prasàd Nārāyana Singh Bahadur, ...	Rajah of Benares.
Rajah Suttcharan Ghoshal.	
Babu Rajendra Mittra.	
Babu Ramprasan Singh.	
James R. Ballantyne, Esq., L.L.D.	Secretary L. C. P. I.

Establishment of the English Department of the Benares College, as on the 30th April 1853.

NAMES.	DESIGNATION.	AMOUNT OF SALARY.	DATE OF APPOINTMENT.
J. R. Ballantyne, Esq., L.L.D.,	Principal, ...	600 0 0	3rd Jany. 1846.
F. Edward Hall, Esq., M.A.,	Anglo-Sanscrit Professor,	400 0 0	18th Feb. 1850. & March 1853.
G. Nicholls, Esq., ...	Head Master, ..	400 0 0	1st July 1834.
D. Tresham, Esq.,*	Master, ...	200 0 0	5th Sept. 1840.
Babu Muthuraprasad Misra,†	Ditto, ...	150 0 0	17th April 1847.
Babu Shiva Sankara Singh, ..	Ditto, ...	100 0 0	9th March 1842.
Babu Kidarnath Paludhy, ..	Ditto, ...	50 0 0	21st May 1846.
(Office Vacant), ...	Ditto, ...	50 0 0	
Babu Sitalprasad Gupt, ..	Librarian, ...	30 0 0	16th Nov. 1852.

* Previous service dating from 12th September 1833, when appointed 2nd Teacher in the late Allahabad School.

† Drawing half Salary.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Prankishan Ghose, ..	Writing Master, ..	20 0 0	11th July 1848.
Moulvee Jalalooddeen, ..	Urdu Teacher, ..	50 0 0	7th Nov. 1847.
Munshi Jagannath Das, ..	Ditto ditto, ...	25 0 0	7th April 1845.
Pandit Badri Lal, ...	Hindi Ditto, ...	50 0 0	1st October 1838.
Pandit Lokenath Chaubé, ..	Ditto ditto, ...	25 0 0	17th April 1847.
Pandit Ramjashan, ...	Anglo-Sanscrit Teacher,	30 0 0	1st March 1849.
Moulvee Abdul Ali, ...	Supy. Persian ditto,	25 0 0	1st April 1849.
Mr. Benj. Concannon, ...	Supy. English ditto,	75 0 0	1st January 1851.
	1 Duftri, ...	8 0 0	
	2 Water-bearers, at 4 each, ..	8 0 0	
	General Servants, viz.		
	6 Peons, at 4 each,	24 0 0	
	2 Farashes, at 4 and 5,	9 0 0	
	2 Night Chowkidars, at 4 each,	8 0 0	
	2 Day ditto, at 3 each, ...	6 0 0	
	3 Sweepers, 1 at 2, and 2 at 3 each,	8 0 0	
House-rent of Dr. Ballantyne,	Principal, ...	50 0 0	5th April 1845.
Ditto ditto of Mr. Nicholls, ..	Head Master, ..	50 0 0	27th Jan. 1844.

Establishment of the Sanscrit Department of the Benares College, ason the 30th April 1853.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Ishwar Datta Pandé, ...	Assistant Secretary,	50 0 0	27th Dec. 1842.
Narayana Shastri, ...	1st Grammar, ..	60 0 0	1st May 1833.
Pandit Dewa Datta, ...	2nd Ditto, ...	32 0 0	1st May 1833.
Pandit Durga Datta, ...	3rd Ditto, ...	30 0 0	1st Sep. 1842.
Pandit Hiranund Chaubé, ..	Poetry, ...	80 0 0	1st June 1827.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Pandit Umarama, ...	Vedānta, ...	80 0 0	1st Feby. 1825.
Kaliprasad Bhattacharjya, ..	Nyāya, ...	80 0 0	2nd April 1847.
Vencat Ram Shastri, ...	Assistant ditto, ..	40 0 0	24th April 1852.
Vitthala Shastri, ...	Ditto ditto, ..	40 0 0	15th Mar. 1853.
Kashi Nath Shastri, ...	Sankhya, ...	80 0 0	5th Dec. 1837.
Pandit Gulzar Chaubé, ..	Law, ...	80 0 0	5th Dec. 1837.
Pandit Lujjashankara, ..	1st Astronomy, ..	80 0 0	1st Feby. 1835.
Pandit Nunda Lall, ...	2nd ditto, ...	32 0 0	1st Feby. 1835.
Bapu Deva Shastri, ...	Natural Philosophy,	80 0 0	15th Feby. 1842.
Moulvee Mohumed Ashan, ..	1st Arabic Teacher,	82 0 0	4th Nov. 1847.
Munshi Vishesharprasad, ..	2nd Persian ditto,	20 0 0	1st Oct. 1841.
Pandit Bechan Tewari, ..	Librarian, ..	50 0 0	14th Dec. 1852.
Radhanath Chuckerbutty, ..	English Writer, ..	32 0 0	1st Feby. 1851.
Haro Datta, ...	Duftri, ...	8 0 0	1st October 1829.
Kanahia Lall, ...	Hindee Writer, ..	8 0 0	15th Jan. 1842.
	2 Water-bearers, at 4 each,	8 0 0	
Gopal Bhatt, ...	Pensioner, ...	20 0 0	19th Feby. 1829.

Statement of the Number, Caste, &c. of the Students of the Benares College, as on the 30th April 1853.

Statement showing the number of Students paying, and the amount paid by them. and Students who do not pay: as also the amount of Entrance Fees on the 30th April 1853.				*Statement showing the number of Students studying each of the languages taught, on the 30th April 1853.*						*Statement showing the number of Students on the 30th April 1853.*			
Non-paying.	Paying and amount realized during the year, deducting the expense of Collection.	Amount of Entrance Fees realized during the year.	Total.	English.	Arabic.	Persian.	Oordoo.	Sanscrit.	Hindee.	Christians.	Mahomedans.	Hindoos.	Other than these three.
	46 at 1 Re. each. 77 at 8 As. each. 123 paying pupils.												
*207	Rs. As. P. 804 0 0	Rs. A. P. 0 0 0	Rs. A. P. 804 0 0	193	11	66	111	97	61	6	23	301	0
										Total, 330			

Including Scholarshipholders in the various Departments of the College.

Statement of Receipts and Disbursements of the Benares College, during the official year 1852-53.

Resources of Income.								Actual Charges.		
Separate Funds.		*Assignment from Parliamentary Grant.*	Total.	*Assignment from Additional Grant.*	*Establishment fixed by Government.*	*Tuition Fees.*	*Grand Total of Receipts.*	*Nature of Charges.*	*Items.*	Total.
A separate grant from Govt. Rs. 20,000 ₱ annum, or Co.'s Rs. 1701-1-9 per mensem,	20413 5 0							Principal,	7200 0 0	
Interest of Co.'s Papers belonging to the College, amounting to Sicca Rs. 1,35,000 @ 472-14-2 per-mensem,	5674 10 0							Anglo-Sanscrit Professor,	3300 0 0	
								English Teachers,	12000 0 0	
								Vernacular Ditto,	1800 0 0	
								Deputy Secretary, (Sanscrit),	600 0 0	
								Establishment of both Departments,	12856 0 0	
	26087 15 0	0 0 0	26087 15 0	16808 0 4	42396 0 0	804 0 0	47540 15 0	English Scholarships,	1888 0 0	
Exclusive of the following items:								Sanscrit Ditto,	2904 0 0	
Balance of last year,	11 12 6							Arabic and Persian Ditto,	900 0 0	
Book Allowance,	0 0 0							Prizes for both Departments,	150 0 0	
Book and Apparatus Grant,	3043 2 0							Pension,	240 0 0	
Prize Allowance,	150 0 0							House-rent of Principal and Head Master,	1200 0 0	
Subscriptions in the Station,	200 0 0							Postage from Government,	92 0 0	
Fines realized,	1 14 0							Rent for both Colleges,	298 15 0	
Books sold,	46 1 0									45928 15 0
Medal Allowance,	0 0 0							Village School superintendence*	412 0 0	
Admission Fees,	0 0 0							Supernumerary Teachers,	1200 0 0	
Tuition Fees,	804 0 0									1612 0 0
Postage from Government,	92 0 0							Grand Total, Co.'s Rs.		47540 15 0
Goshal Scholarships,	200 0 0									
Additional Grant for Sanscrit MSS.,	500 0 0									
		5148 13 6								
Expended for Books, Apparatus, Stationery, Ghosal Scholarship, &c.	4905 1 3							E. E.		
Ditto for Sanscrit MSS.,	300 0 0									
Ditto for Lithographic Establishment, Furniture, Experiments, Packing and Transit charges and other contingencies as per monthly accounts furnished to Accountant, N. W. P.,	825 0 9							* Abolished in August 1852.		
		5130 2 0								
Balance in hand Co.'s Rs.,		18 11 6								

Statement exhibiting the Number and Names of Students of the several Departments of the Benares College, who have obtained employments from the 1st May 1852 to the 30th April 1853.

Number.	Names.	Age.	Date of Admission.	No. of Years in the Institution.	Name of Employment.	Salary.
1	Nilmani Banurjya, ...	18	January 1844, ...	8 Years, ...	Teacher, ...	30 0 0
2	Bhawani Singh, ...	22	July 1852, ...	1 Ditto, ...	Writer, ...	10 0 0
3	Prasannya Kumar Chaturjya, ..	16	September 1841, ...	9 Ditto, ...	Ditto, ...	10 0 0
4	Gobind Chandra Sandel,..	24	December 1837, ...	14 Ditto, ...	Translator, ..	50 0 0
5	Rama Kali Chaudhuri, ...	23	November 1841, ...	11 Ditto, ...	Ditto, ...	50 0 0
6	Bireswara Bhattacharjya,..	20	May 1847, ...	5 Do. & 8 months,	Teacher, ...	30 0 0
7	Siva Varana Tivari,..	21	January 1844, ...	8 Ditto, ...	Ditto, ...	80 0 0
8	Mahommad Raza, ...	19	March 1842, ...	11 Ditto, ...	Ditto, ...	50 0 0
9	Bechu Singh, ...	20	May 1844, ...	9 Ditto, ...	Mahafez Duftur,	20 0 0
10	Banarasi Dass,..	20	June 1849, ...	4 Ditto, ...	Nakal Navis, ..	10 0 0

BENARES COLLEGE.

The following Extracts are taken from the Principal's Report:—

"The Annual Returns of attendance exhibit, as regards the present "year, some increase in each of the departments. In the English "Department there are at present 181 pupils, while the number last "year was 176. In the Persian Department the number has risen "from 50 to 54; and in the Sanscrit Department from 101 to 103. On "the whole the number of pupils has risen from 327 to 338."

"Of the youths in the Senior English Class, *Ramchunder Sen* "retains unquestionably the first rank to which he attained last year. "He is now desirous of devoting himself to the study of medicine. "The authorities in the Medical College in Calcutta have intimated "their readiness to admit him into that institution on the advan- "tageous terms allowed to students from the North West Provinces by the Government of these Provinces. But *Ram Chunder Sen* is by birth a Bengalie, and the question arises whether his case falls under the description of cases contemplated in the Government order respecting Medi- "cal Students from the North West. Pending the reference of this "question to Government, the name of *Ram Chunder Sen* remains at "the head of the English Scholarship list, which, for the ensuing "session, stands as follows:—

Ram Chunder Sen being a native of Bengal, the Lieutenant-Governor was of opinion that he does not fall under the rule entitling the students of our Colleges to hold their Scholarships while at the Medical College.

List of Scholarships in the English Department of the Benares College, for the Session 1853.

Names.	Age.	No. of Marks.	Amount.	Total.
Senior Scholarships.				
1. Ramchunder Sen Gupt, ...	17	85	20 0 0	
2. Chunder Nath Mittra, ...	19	62	20 0 0	
3. Ghanesa Chaubé, ...	19	61	18 0 0	
4. Kasi Prasad Chaturjya, ...	19	44	16 0 0	
5. Sita Nath Mittra,*	18	40	16 0 0	
6. Grish Chunder Sandel,*	18	37	16 0 0	
				106 0 0
Junior Scholarships.				
1. Kailasa Nath Sukula, ...	15	91	10 0 0	
2. Nabin Chander Banerjya, ...	15	67	10 0 0	
3. W. C. Tresham, ...	14	61	10 0 0	
4. Sarata Chander Mukûrjya, ...	11	54	8 0 0	
5. Kasava Chander Mittra, ...	16	49	8 0 0	
				46 0 0
Total, Co.'s Rs.		..	.. .	152 0 0
Ghosal Scholarship.				
1. Qûrban Alî, ...	16	91	16 0 0	16 0 0

* The Hon'ble the Lieutenant-Governor has been pleased to sanction these Scholarships.

"I have been much pleased with the intelligent interest in their "studies exhibited by the Senior Class during the past Session. Their "private reading appears to have been considerable, judging from "the variety of books which the youths have borrowed during the "year, and the variety of topics on which they have from time to "time applied for information. The spirit of enquiry thus evinced, "is what of all things we rejoice to find manifesting itself; "for Schools and Colleges can do little for a man's education, if he "never endeavour to advance further than he is actually led. The "great use of a teacher is to teach a man how to teach himself, not "to relieve him altogether of that duty which every man owes to him-"self. Habits of study which make study a delight,—habits of steady "and patient thought,—a desire of knowledge which causes each acqui-"sition to be valued mainly as a step to the acquisition of more,— "and an intelligent acquaintance with the directions in which know-"ledge is most worthy of being sought after,—with these qualifications "we would far more willingly send forth our students into the world "than we would send them forth with any mere quantity of passively "received information, to which nothing is thereafter to be added, but "which, diminishing by degrees as memory slackens its hold, may be "yet sufficient to puff up its possessor with the conceit of being a fully "accomplished man. It is satisfactory to think that the teachers in the "College are fully aware that though they are teachers, still they have "no right to cease from being learners. I shall mention only one instance, "viz. Babu Mathura Prasad, who is, I believe, at this day, as diligent "a student as he was when his name stood at the head of our list of "Scholarships."

"The Ghosal Scholarship, for proficiency in Oordoo, has hitherto "been divided into two; no competitor hav-"ing appeared deserving of the whole of it. "This year, however, I have recommended "its being given entire. The largeness of "the reward may serve as some incentive "to the study of the Oordoo, the cultivation of which is too much disregarded by our students. This need not "be further dwelt upon here, having recently formed the subject of a "special report. The competition for the Ghosal Scholarship was "conducted in the shape of an extempore Essay in Oordoo, on 'The "preferableness of a perspicuous to a floridly obscure style of com-"position.' The best two Essays were by *Qurbán Ali* and *Muhammed* "*Razá*. In point of mere diction, the Essay of the latter was fully "equal to that of the former, but its ideas were few, and they were "wearisomely reiterated. *Qurbán Ali's* Essay, on the other hand, dis-

The Lieutenant-Governor was pleased to approve of the undivided grant of this Scholarship, being 16 Rs. per mensem.

"played an intelligent and lively view of the matter. He was not "unprepared with instances in support of "his positions, one of them being the fact "that the Persian invitation sent by the "Principal to some of the Seikh Nobles, "on the occasion of the laying the founda- "tion stone of the College, was written "(by the Maulavi) in language so ornate "that the invited parties, unable to conjec- "ture the import, lost the pleasure of witnessing the ceremony.*"

*The Essays having been forwarded for the inspection of Mr. Cust, the liberal bestower of a prize of 50 rupees for the best Oordoo Essay, and of the same for a Hindee Essay, he concurred in the approval of Qurbān Ali's as the best Essay in Oordoo.

THE ARABIC AND PERSIAN DEPARTMENTS.

The senior pupils in the Arabic and Persian Departments were examined, as usual, on questions supplied from Agra and Dehlie. The Scholarship list, in accordance with the result of the examination, stands as follows:—

List of Scholarships in the Arabic and Persian Departments of the Benares College, for the Session 1853.

Names.	Age.	No. of Marks.	Amount.	Total.
Arabic Senior Scholarships.				
1. Abdus Samad, ...	18	191	10 0 0	
2. Mohammed Raza, ...	20	188	10 0 0	
				20 0 0
Arabic Junior Scholarships.				
1. Ashaka Ali, ...	18	113	7 0 0	
2. Mazhar Ali, ...	17	99	5 0 0	
				12 0 0
Persian Senior Scholarships.				
1. Audha Behari Lall, ...	15	209	8 0 0	
2. Sajad Ali, ...	16	190	7 0 0	
3. Krishna Chand, ...	21	183	7 0 0	
4. Siva Nandana Singh, ...	19	173	6 0 0	
				28 0 0
Persian Junior Scholarships.				
1. Baldeva, ...	9	124	5 0 0	
2. Ram Prasad, ...	13	104	5 0 0	
3. Mohammad Ehia, ...	13	100	5 0 0	
				15 0 0
Total, Co.'s Rs.	.. ..	.. ..		75 0 0

☞ These Scholarships have since been sanctioned by Government.

THE SANSCRIT DEPARTMENT.

"In the various branches of Sanscrit learning the examinations "this year were conducted in the way that has been fully described "in recently published reports. The result exhibits evidence of di- "ligent and successful application. Of the talents and the acquire- "ments of the senior pupils, I have had at least equally satisfactory "evidence in the course of the various discussions which I have had, "occasion to hold with them, whilst prosecuting my own yet incom- "pleted enquiries into the nature of the Sanscrit literature, and its "value as an instrument of education. On this latter point I shall "defer reporting fully, until we shall have had a year's experience "of the union of all the departments under the roof of the New Col- "lege building. Meanwhile it may suffice to remark that the Sans- "crit students, as they approach the end of the Sanscrit course, "begin now to look forward to the study of English, which a few "years ago was regarded in the Sanscrit College with something "like insuperable dislike. Let us hope that we here see the dawn "of better things.

"I am glad to say that several Mathematical treatises by Pandit "Bāpū Deva are now in the Press. The necessity of cutting new "characters and symbols has hitherto rather delayed their progress "through the Press."

The following is the proposed list of Scholarships in the Sanscrit Department for the Session 1853:—

Names.	Age.	No. of Marks.	Amount.	Total.
Senior Scholarships.				
1. Suvansá Chaube, ...	19	294½	16 0 0	
2. Dhaniráma Upádhyáya, ...	18	278	14 0 0	
3. Viswananátha Dúbe, ...	15	256	11 0 0	
4. Náráyana Datta Pautha, ...	21	236	10 0 0	
5. Ganesá Sástri, ...	13	229	10 0 0	
				61 0 0
Junior Scholarships.				
1. Bháiráma Misra, ...	19	209	7 0 0	
2. Kalichurana Pānde, ...	18	186	7 0 0	
3. Nrisinha Sástri, ...	16	130	7 0 0	
4. Venisánkra Vyása, ...	18	115½	7 0 0	
5. Chhotaráma Tiwári, ...	14	113	7 0 0	
				35 0 0
Total, Co.'s Rs.	.. ..		.. ..	96 0 0

☞ These Scholarships have since been sanctioned by Government.

Mr. Hall furnishes the following statement regarding

THE PANDIT CLASS,

Anglo-Sanscrit Department.

"The following are the names of the pupils belonging to this "class. After the name of each pupil the progress is specified "which he has made during the year 1852:—

"Vitthala Sāstrī—Excellent.
"Govinda Deva Sāstrī—Good.
"Balakrishna Sāstrī—Good.
"Rāmanārāyana Sāstrī—Good.
"Pandit Thākura Datta—Pretty good.
"Pandit Jagannatha Sukula—Pretty good.
"Pandit Jagannatha Pānde—Pretty good.

"At the beginning of the year this class contained two members "more than it contains at present. These were *Pandit Bechan Tiwari* "and *Verkato Rāma Sástrí*, the latter of whom has been promoted "to the Junior Professorship of Nyāya, and the former has been "appointed to succeed Pandit Jadunath as librarian. Next term I "propose admitting into this class *Pandit Sitala Tiwari*, who superan- "nuates his Sanscrit Scholarship. The Pandit has read some English "under Pandit Ramajashan, and is one of the best Hindee Scholars in "the College. He has commenced, under my supervision, a translation "into Hindee of Bacon's Novum Organum, from the English and Sans- "crit published by Dr. Ballantyne. A portion of this work has passed "through the Press. *Pandit Vishun Datta*, now under the tuition of "Pandit Ramajashan, and holding a scholarship of Rs. 6 for Sanscrit "and English, might also be transferred with advantage to this class.

"During the present year this class has read with me 67 pages of "Lewes's History of Philosophy, the whole of Dr. Ballantyne's Synop- "sis of Science, vol. I., and about half of vol. II. My mode of teaching "has been the same as was detailed in my last report; and I have "found it answer better than any other. I have also read this year "with the class, in proof sheets, generally, all the translations from "the Sanscrit that have been prepared in the meantime by Dr. Ballan- "tyne. Among these works are the *Mahábháshya*, the *Mímánsá-sútra*, "*Yoga-sutra* (part II.), *Sánkhya-sútra*, *Vidánta-sútra*, the new edition of "the *Tar-ka Sangraha*, and the second fasciculus of the Sáhitya Darpanà."

Dr. Ballantyne proceeds—"Among the matters studied during "the year by the more advanced of the Pandit class under my own "guidance, have been the Novum Organum, the Science of Chemistry "as set forth in the second volume of the 'Synopsis of Science,' an "abstract of Mr. J. S. Mill's work on Induction, as compared with "the Nyāya Philosophy and Bishop Berkeley's Inquiry, as compared

" with the Vedanta. In order to make the most of the services of the " more advanced students of the Pandit class, by a division of labour, " the following distribution has been made. Pandit Vitthala Sāstrī is " engaged in studying the commented version of the Novum Orga- " num, and in rendering it into Sanscrit in concert with me. It is " then rendered into Hindee, under the supervision of Mr. Hall, by " Pandit Sitala Prasád. It is next to be put into Bangalī, and sent " for revision to the Revd. K. M. Bannerjea. It is to be put also into " Mahrattee, in which shape Major Candy of the Poonah College will " be requested to revise it. Of an Oordoo version there will be occa- " sion to speak at another time. The subject of Chemistry has been " entrusted to Pandit Vencata Rám Sástrí, who, since he was promoted " from the Class to a Professorship in the Nyāya Department, has " been diligently employed in teaching the 'Synopsis of Science' in the " Sanscrit College. Having settled the principles of a self-explana- " tory chemical nomenclature for the Sanscrit, and consequently for " the derivative vernaculars, we are now engaged in expanding the " printed treatise, with a view to its being re-produced in satisfactory " Hindee. Another Pandit, Ráma Náráyana Sāstrī, has been entrusted " at his own desire, with the charge of rendering the abstract of Mr. " Mill's work on Induction. Each of the Pandits thus engaged in the " preparation of a work, employs himself at the same time in teaching " the work to his own private disciples,—thus taking the likeliest " means of insuring clearness in his own views, and of ascertaining " whether his exposition is calculated to prove clear to others. Other " works, such as a version of the abstract of Arnott's Physics, are " contemplated, but need not here be dwelt upon. It is to be borne " in mind that the publications here referred to represent results of " the studies of the year. They are the results of the studies of one " set of Pandits preserved for the benefit of others.

" Before presenting, for the sanction of Government, the list of " Scholarships in this Department, I would urge the advisableness " of securing permanently, for the advantage of the institution, the " services of one of the most talented, accomplished, clear headed " enquiring young Pandits that I have ever met with; I refer to " Pandit Vitthala Sāstrī, the translator (so far as the translation has " gone,) of Bacon's Novum Organum. In order to make the Philo- " sophical Department in the Benares College such a Department as " I would wish to see it, a man like Vitthala Sāstrī is indispensable, " and I know not where to look for the like of him: whilst he is the " best English Scholar among the Pandits, he is in almost every " branch of Sanscrit learning among the first and foremost. If I " might be supposed entitled, in consideration of any services of mine, " to ask a personal favor, I would ask for the appointment of this pro- " mising young Pandit as a coadjutor in the Philosophical (Nyāya) " Department of the Sanscrit College, on the same terms as Pandit " Vencataram. His name need not then appear in the list of Scho- " larships."

The Hon'ble the Lieutenant-Governor was pleased to accede to this request of the Principal; Pandit Vitthala Sāstrī has been appointed to an Assistant Professorship, on a salary of Rs. 40 per mensem. The list of Scholarships therefore for the current year, consequent on this appointment, stands thus:—

List of Anglo-Sanscrit Scholarships for the Session 1853.

Names.	Amount of Scholarships.	Remarks.
Rāmanārāyana Sāstrī, ...	16 0 0	
Pandit Balakrishna, ...	16 0 0	
Gobindadeva Sāstrī, ...	14 0 0	
Pandit Sital Tiwari, ...	14 0 0	
Pandit Jagannatha Pāndi, ...	14 0 0	
Pandit Jagannatha Sukula	12 0 0	
Pandit Thakurdatta Misra, ...	9 0 0	
Pandit Vishnundatta Sukula, ...	8 0 0	
Pandit Kasinatha Dube, ...	5 0 0	
Pandit Syama Tiwari, ...	5 0 0	
Pandit Ramadina Purohita, ...	5 0 0	
Total, Co.'s Rs. ..	118 0 0	

"Before quitting the consideration of the Sanscrit Department, "it may be worth while here to advert to one of the various current "misconceptions regarding it. We are asked, How do you justify the "teaching of admitted error? The question may be retorted. How "do you justify the reading of Plato and Aristotle at Oxford, and the "reading of Ovid's Metamorphoses in every Grammar School? The "reply (with certain differences, the recognition of which I do not "seek to evade,) is the same in both cases. We teach not what we "assert is worthy of all acceptation, but what is well worthy of being "known. The demonstration of this would of course be here out of "place. Ovid's Metamorphoses are studeid in English Schools, as "a mental discipline, without being adopted into the creed; and if "this is not altogether the case with the philosophical systems which "furnish so admirable a mental gymnastic in the Sanscrit College, "yet why need we despair that the case shall eventually become the "same? Within the College we read, in order to subject to discussion, what would otherwise, out of the College, be accepted "without discussion at all. Such being our declared and obvious "aim, the charge against us of deliberately fostering error is as shallow "as it is calumnious."

On the Hindee Class in the Sanscrit Department, in which it is not proposed to continue the stipends until such time as additional Hindee books for perusal shall be attainable Mr. Hall reports as follows:—

THE HINDEE DEPARTMENT.

"The portion of this department which is instructed by Pandit "Ramajashan is divided into two classes, containing an aggregate of "42 pupils. Of these 16 are scholarship-holders. The first class, "consisting of 20 boys, have read, during the present year, the fol- "lowing books: The Hindee Hitopadesa, (all of the Mitra Labha,) Put- "wari Accounts, part III., (all) the Bhugola Darpana, (24 pages,) and "the Tarka Sangraha, Sanscrit and Hindee, (24 pages.) The second "class, consisting of 22 boys, have read the sixth and seventh parts "of the Bhugola Darpana. The Pandit has also instructed 10 of the "boys abovementioned, in the Third Number Reader, (50 pages,) and "12 of them in Dr. Ballantyne's Primer. The boys of these classes "have been uncommonly punctual in attendance, and have in every "way given satisfaction. As the 16 Scholarships, which have during "the last two years been allotted to this department, are now to be "abolished, a sensible diminution of the class may be expected. Several "young men belonging to this class are well qualified, both in age "and ability, to take charge of Village Schools, to which it is hoped "that some of them may have an opportunity of being appointed. "One important object of the College is that of its constituting a Normal "School. An institution for the teaching of teachers has particularly "been had in view in this department, the alumni of which have been "so disciplined, that instruction may now be considered their appro- "priate function.

"In connexion with this department, I ought to mention that "Pandit Bápú Deva has, of his own accord, spent much time this "year in instructing three young men, Syama Tiwari, Kasinathā "Dube, and Ramadina Purohita, in English. I have examined two of "them, (the third being ill,) and can testify to their having done much "credit both to themselves and to their teacher."

"Dr. Ballantyne adds:—"In these remarks of Mr. Hall I concur; "but as the pupils in this class have read all the Hindee books that "are at present available, I shall not ask for the renewal of the "stipends in this department, until there shall be some sufficient need "for the incentive so supplied. In the meantime we may have an "opportunity of seeing whether the department have in itself any "independent attractions."

Apparatus and Library.—"Valuable additions have been made in "the course of the year to the Library and the Scientific Apparatus. "The Head Master, in his annual letter which accompanies this report,

" refers to the quantity of unbound volumes, Periodicals, Law Records, " &c. in the Library. An estimate of the probable expense of half-" binding these can be made out if required."

The Lieutenant-Governor approved of this, and desired that an estimate of the probable cost of such an undertaking might be sent in to Government.

Course of Studies of the Senior English Department of the Benares College, during the Session 1853.

Class.	Literature.	Science.
1st Class, Senior Dept.	Byron's Childe Harold, Cantos III. and IV. Milton's Comus, the whole. Shakespear's Midsummer Night's Dream, the whole Mackintosh's Ethical Philosophy, the whole. Smith's Wealth of Nations, Book I., the whole. Bacon's Novum Organum, (reprints for Pandits, No. 2nd,) the whole. Macaulay's England, the first three Chapters.	Potter's Optics, the whole. Webster's Hydrostatics, ditto. Hall's Calculus, the first 100 pages. Herschell's Astronomy, the first 4 Chapters.
2nd Class, Senior Dept.	Goldsmith's Traveller, the whole. Campbell's Pleasures of Hope, the whole. Goldsmith's Essays (Citizen of the World). Keightley's England, vol. 2nd, to the end of the Chapter 10th. Thornton's Chapters on India, the whole.	Plane Trigonometry. Surds, simple and Quadratic Equations. Arnott's Physics.
3rd Class, Senior Dept.	Poetical Reader No. 3, to page 40. Brief Survey of History, part 2nd, to the end of Chapter II. English Reader No. 5, to page 50.	Euclid, the first four Books. Algebra, to Involution and Evolution. Ar ithmetic, General.

Course of Studies of the Arabic and Persian Departments of the Benares College, during the Session 1853.

Class.	Literature.	Science.
1st Arabic Class.	Hedáyá, from page 250 to 300. Dewan Matanabbi, 300 pages. Mokhtasar Mawáni, the whole of Chapter 1st. Tawarikh Taimuri, 100 pages. Rassellah Masáhat, the whole. Nurul Anwár, ditto. Sullam, ditto.	Geometry, Book 5th and 6th. Algebra, Quadratic Equations.
2nd Arabic Class.	Shareh Vakáyá, 100 pages. Shareh Mullá, 60 ditto. Seraji, the half. Nafatul Yamán, 100 pages. Sháshi, 20 ditto. Shamshiá, 25 ditto.	Euclid, Book 1st. Arithmetic.
1st Persian Class.	Akhlake Naseri, to page 90. Kasaede Urfi, ditto 50. Káfiá, ditto 60. Sháfiá, ditto 70. Insha Ajabul Ujab, ditto 80.	Euclid, Book 3rd, the whole Algebra, as far as Quadratic Equations. Takrib-ul-Mantikh, the whole.
2nd Persian Class.	Shekandarnamah, to page 70. Anwar Soheli, ditto 80. Nahrul Fasāhat, the whole. Fusule Akbari, to page 40. Naho Mir, the whole.	Miratul Akālim, Africa. Arithmetic, Silsilizarb Taksim. Euclid, the 1st Book.

Course of Studies of the Anglo-Sanskrit Class, during the Session 1853.

Literature.	Science.
Macaulay's England.	Synopsis of Science, part 2nd, (Dr. Ballantyne's.)

BAREILLY COLLEGE.

LIST OF MEMBERS OF THE LOCAL COMMITTEE, BAREILLY COLLEGE, ON THE 30TH APRIL 1853.

NAMES.	DESIGNATIONS.
R. K. Dick, Esq., ...	Commissioner.
F. Williams, Esq., ...	Collector.
Captain Jones, ...	Superintendent of Embankments.
H. S. Reid, Esq., ...	Visitor General of Schools.
H. Berkely, Esq.	
Vincent Tregear, Esq., ...	Secretary to the Local Committee.

Establishment of the Bareilly College, on the 30th April 1853.

NAMES.	DESIGNATIONS.	AMOUNT.
V. Tregear, Esq., ...	Principal, ...	600 0 0
(Vacant,)	Head Master, ...	0 0 0
Mr. H. Templeton, ...	Master, ...	250 0 0
Mr. E. Blackwell, ...	Ditto, ...	200 0 0
Mr. C. Gill, ...	Ditto, ...	150 0 0
Mr. V. Ingels, ...	Supernumerary, ...	150 0 0
Luchmun Pershad, ...	Master, ...	100 0 0
(Vacant,)	Ditto, ...	50 0 0
Zoolfikar Ali, ...	Officiating Persian Teacher, ...	50 0 0
Kootub Shah, ...	Ditto, ...	20 0 0
Juwad Ali, ...	Vernacular, ...	40 0 0
Jeesookh Roy, ...	Ditto, ...	20 0 0
Ishri Pershad, ...	Librarian, ...	10 0 0
	Amount sanctioned for Scholarships,	200 0 0
	Peon, ...	4 0 0
	Duftree, ...	4 0 0
	2nd ditto, ...	4 0 0
	Durwan, ...	4 0 0
	Bearer, ...	4 0 0
	Sweeper, ...	4 0 0
	Total, Rs.	1864 0 0

Statement of the Number, Caste, &c. of Students at the Bareilly College, on the 30th April 1853.

Statement showing number of paying Students and the amount paid by them, also Students who do not pay.				*Statement showing number of Students studying each of the languages taught.*			*Castes of Students.*		
Non-paying.	Paying, and the amount realized during the year.	Amount of Entrance Fees realized.	Total.	English and Oordoo.	Persian.	Hindee.	Christians.	Hindoos.	Mohamedans.
0	282 Rs. A. P. 759 10 0	Rs. A. P. 93 0 0	Rs. A. P. 852 10 0	190	73	19	7	204	71

Local Receipts and Disbursements of the Bareilly College, from 30th April 1852, to 30th April 1853.

Resources of Income.						Actual Charges during the year.		
Separate Fund.	*Assignment from Parliamentary Grants.*	*Total.*	*Assignment from additional Grant.*	*Establishment fixed by Government.*	*Tuition and admission fees.*	*Grand Total of Receipts.*	*Nature of Charges.*	Items.	Total.
				Rs.	Rs.	Rs.		Rs. A. P.	
				22578	852 10 0	23430 10 0	English Teachers, ...	17400 0 0	
							Oriental Ditto, ...	1560 0 0	
							Scholarships,...	1695 0 0	
							Servants, ...	288 0 0	
							Librarian,...	120 0 0	
							Fixed Contingencies, ...	118 9 9	
							Contingencies, ...	512 8 6	
							Prizes,...	312 8 0	
							Books purchased,... ...	156 5 0	
									22153 0 0
							Total, Rs. ...	...	22153 0 0

List of Students who have left the Bareilly College, during the year 1852.

No.	Names.	Period of Study.	Reasons for leaving.
	W. Watson, ..	1½ Year, ..	Left the station.
	E. Watson, ..	1½ Ditto, ..	Ditto ditto.
	Alee Ahmud, ..	12⅛ Ditto, ..	Employed in Road Fund Department, Boolundshehur.
	Shib Suhae, ..	5½ Ditto, ..	Removed by his father.
5	Leeladhur, ...	2½ Ditto, ..	Gone to Almorah.
	Buldeo Singh, ..	3 Months,	Dismissed for absence.
	Dehliputt, ...	6 Ditto, ..	Ditto ditto.
	Chaida Singh, ..	4 Ditto, ..	Ditto ditto.
	Iltaf Hosein, ..	10 Ditto, ..	Ditto ditto.
10	Inait Hosein, ..	10 Ditto, ..	Ditto ditto.
	Ruheem Oollah, ..	6 Years, ..	Employed as teacher in the College.
	Bholanath, ...	3 Months,	Gone to Muttra.
	Saligram, ...	2½ Years, ..	Employed intown.
	Ahmud Hosein, ..	5⅛ Ditto, ..	Dismissed for absence.
15	Daibee, ...	1 Ditto, ..	Left from poverty.
	Alee Hosein, ...	9 Months,	Dismissed for absence.
	Luchmipershad, ..	1½ Year, ..	Gone to Almorah.
	Shuhamut Alee, ..	1 Month, ..	Dismissed for absence.
	Chaitram, ...	1¾ Years, ..	Gone to Etawah.
20	Budhsein, ...	10 Months,	Dismissed for absence.
	Ahmud Alee, ..	5 Ditto, ..	Ditto ditto.
	Buhadur Singh, ..	5 Years, ..	Employed in Post Office.
	Madhow Ram, ..	2½ Ditto, ..	Gone in search of employ.
	Shupershad, ..	3⅛ Ditto, ..	Employed in the 8th Regt. N. I.
25	Hemnath, ...	2½ Ditto, ..	Dismissed for absence.
	Gora Mull, ..	3⅛ Ditto, ..	Ditto ditto.
	Wajid Alee, ..	4½ Ditto, ..	Ditto ditto.
	Sham Lall, ...	6 Months,	Left from poverty.
	Doorgapurshad, ..	7½ Years, ..	Gone to Roorkee.
30	Uzmut Oollah, ..	9 Ditto, ..	Ditto ditto.
	Rampurshad, ..	9½ Ditto, ..	Ditto ditto.
	Moonna Lall, ..	1⅛ Ditto, ..	Employed at Mewnah Factory.
	F. Fanthomes, ..	4 Months,	Left the Station.
	Tulshee Ram, ..	8½ Years, ..	Employed at Mewnah Factory.
35	Chudummi Lall, ..	4 Months,	Ditto ditto.
	Ramdial, ...	9⅛ Years, ..	Ditto ditto.
	Jwalapurshad, ..	4⅛ Ditto, ..	Dismissed for absence.
	C. Shells, ...	7 Months,	Left the station.
	E. Shells, ...	7 Months,	Ditto ditto.
40	Kunahi Lall, ...	3½ Years, ..	Dismissed for absence.
	Abul Hussun, ..	7 Months, ..	Gone to Calcutta.
	Girdharee Lall, ..	1½ Year, ..	Gone to Roorkee.
	Alee Ahmud, ..	4½ Ditto, ..	Dismissed for ill conduct.
	Chotay Lall, ..	10 Months, ..	Dismissed for absence.

No.	Names.	Period of Study.	Reasons for leaving.
45	Shah Alee, ...	2 Ditto, ..	Left the station.
	Nitanund, ...	6¾ Years, ..	No reason assigned.
	Buldeo Suhae, ..	10 Months,	Gone to his home.
	Alli Ahmud, ..	6 Years, ..	Dismissed for absence.
	Suraji Ahmud, ..	6 Months, .	Gone to Allygurh.
50	Kunahi Lall, ..	6½ Years, ..	Gone to Lucknow.
	Shupershad 3rd, ..	1 Ditto, ..	No reason assigned.
	Baboo Ram, ..	4¾ Ditto, ..	Left from constant sickness.
	Beharee Lall, ..	2½ Ditto, ..	Dismissed for absence.
	Dulah Rae, ..	9 Ditto, ..	Employed in the Dispensary.
55	Sadik Alee, ...	6 Ditto, ..	Gone to Roorkee.
	Mulook Chund, ..	1½ Ditto, ..	Ditto ditto.
	Vuzeer Shah, ..	1½ Ditto, ..	Dismissed for absence.
	Nuzeer Shah, ..	1 Year, ..	Ditto ditto.
	Azeezoollah Khan,	6 Months,	Ditto ditto.
60	Deep Chund, ..	2¼ Years, ..	Gone in search of employ.
	Shupurshaud, ..	2¼ Ditto, ..	Left with the Regiment.
	Buldeopurshad ..	2¼ Ditto, ..	Doing duty in his Regiment.
	Jhubba Lall, ..	1 Month, .	Dismissed for absence.
	Oomrao Singh, ..	7 Months, .	Gone in search of employ.
65	Sham Singh, ..	2½ Years, ..	Left the station.
	Moonna Lall, ..	1½ Ditto, ..	Left the town.
	Kasheepurshad, ..	4¾ Ditto, ..	Left: reason assigned, poverty.
	Shuraj Singh, ..	3 Ditto, ..	Left the town.
	Bholanath, ...	1 Ditto, ..	Dismissed for absence.
70	Moolchund, ..	1 Ditto, ..	Ditto ditto.
	Ramnarain, ..	6 Months, .	Left with the Regiment.
	Jugroop, ...	4 Ditto, ..	Ditto ditto.
	Ameenoddeen, ..	2½ Years, ..	Left the town.
	Ihsan Alee, ..	4 Months,	Gone to Mooradabad.
75	Mohammad Mohsun, ...	1¾ Years, .	Dismissed for absence.
	Incharam, ...	3¾ Ditto, ..	Ditto ditto.
	Daibee Deen, ..	2½ Ditto, ..	Left with the Regiment.
	Ram Lall, ...	1½ Ditto, ..	Left the town.
	Moosaffer, ...	2½ Ditto, ..	Left with the Regiment.
80	Ram Gholam, ..	10 Months, .	Gone to Aonlah.
	Ruheem Bux, ..	5 Ditto, ..	Gone to Futtehgurh.
	Nund Kishore, ..	7¾ Ditto, ..	Employed in the town.
	Bholanath, ...	7 Ditto, ..	Dead.
	Rampurshad, ...	9 Ditto, ..	Left the station.
	Soondur Lall, ..	1½ Year, ..	Dismissed for absence.
86	Ghous Mohammad, .	6¾ Ditto, ..	Dismissed for not paying fine.

Proposed studies for the year 1853.—*Bareilly College.*

First Class.

Literature.—Keightley's England; the Protectorate and Reigns of Charles 2nd and James 2nd; Sturm's Reflections, the whole.

Poetry.—Addison's Cato, from Richardson's Selections.

Political Economy.—Part 1st, from Clift. Translation, daily. Composition or Essays, weekly.

Mathematics.—Calculus, from Ritchie, to Logarithmic Functions; Taylor's and Maclaurin's Theorems; Trigonometry, from Colenso, generally; Mechanics; Statics (Hutton's).

Second Class.

Reading.—Poetical Reader No. 3; History of England; Chambers', to Reign of William 3rd; Geography; Use of Globes; Grammar; Syntax; Geometry, book 3rd; Algebra, Simple Equations; Arithmetic, generally Translation, Dictation and Writing.

Oordoo.—Bostani Hikmut, the whole, and Writing.

Third Class.

Reading.—Chambers' British Empire, the 1st half; Prose Reader No. 5, Chapters 1st, 4th, and part of the 3rd; Poetical Reader No. 1, the 1st half; Arithmetic, Vulgar and Decimal Fractions; Geometry, 1st book; Geography, (Clift's) the whole; Grammar, (Lennie's) the whole; Translation, Dictation and Writing.

Oordoo.—Shahnamah, the whole; History of India, the first half; Writing.

Fourth Class.

Reading.—History of India, the whole; Reader No. 4, the whole; Geography, Europe and Asia; Arithmetic, Reduction, Dictation, Translation, Spelling, and Writing, daily.

Oordoo.—Goolistan to Chapter 3rd; History of India, the 1st half; Writing.

Fifth Class.

History of Bengal, the whole; Reader No. 4, the 1st half; Geography, Asia and Hindoostan; Arithmetic, Compound Multiplication and Writing.

OORDOO.—Goolistan, 1st Chapter; Hukaik-ool Moujoodat, the whole; Writing.

SIXTH CLASS.

READING.—Murray's Spelling, the whole; Reader No. 2, the 1st half; Spelling and Writing; Arithmetic, Long Division.

OORDOO.—History of India, the whole; Hukaik-ool Moujoodat, the whole; Geography of Hindoostan, and Writing.

SEVENTH CLASS.

READING.—Reader No. 2; Murray's Spelling; Arithmetic, Simple Division; Map of Hindoostan.

OORDOO.—Guzeedah and Fables; Writing, daily.

1ST PERSIAN CLASS.

1st Section.—Dewan Mootnubbee, the 1st half; Shurh Vukaya, the 1st half (1st Vol.); Kootbee, the 1st half; Nufutool Yamun, to Chapter 5th; Ikhlaqi Jullallee, the whole; Ikhlaqi Nassiree, one half; Geography and Maps; Principles of Legislation, the whole; Mechanics; Herschell's Astronomy, to Chapter 8th, but not Chapter 2nd; Principles of Differential Calculus from Ritchie, Taylor's and Maclaurin's Theorems; Mechanics, General Problems

2nd Section.—Mechanics, the whole; Geometry, eight books finished; Algebra; Sherman's Ancient History, the whole; Arnott's Natural Philosoply, to Hydrostatics; Trigonometry, (Plane); Political Economy, the whole; Geography and Maps.

2ND PERSIAN CLASS.

Abul Fuzl; Sikundurnamah; History of Bengal; Geography; Arithmetic; Writing; Sherman's Ancient History, the whole; Euclid, to book 12th; Trigonometry (Plane); Arnott's Philosophy, to Hydrostatics; Mechanics, the whole; Political Economy, to part 4; Algebra, Simple Equations.

ARABIC.—Hidait-ool Nuho Punj Gunj.

3RD PERSIAN CLASS.

Zuleekha, one-half; Rucquat Alumgiree, to page 34th; Musdur Fyooz Mujmaool Fawaid; Geography and Maps of Africa; Euclid, first Book; Algebra (Division); Composition; Goolistan, one-half; Bostan, one-third; Geography of India; Arithmetic, Rule of Three.

Hindee Class.

Hindee.—Tarikhi Hind, the whole; Geometry, first book.

Sanscrit.—Chundreka, one fourth; Arithmetic, generally.

The number of Students at the beginning and close of the year are shown in the following Statement:—

Number at commencement, -- -- -- -- -- --	302
Ditto ditto close, -- -- -- -- -- -- -- --	296
Difference, -- -- --	6
Admitted in 1852, -- -- -- -- -- -- -- --	80
Left ditto, -- -- -- -- -- -- -- -- --	86

Amount of entrance fees in 1852, -- -- --	93	0	0
Ditto ditto tuition fees in 1852, -- -- --	759	10	0
Ditto ditto entrance fees in 1851, -- -- --	107	8	0
Ditto ditto tuition fees in 1851, -- -- --	749	14	0

At the commencement of the year the first English Class consisted of seven students; four of these were very anxious to obtain employment, and situations were accordingly obtained for them; the remaining three were the best scholars in the College, but it was thought injurious to the general interest to allow any time to be devoted to so small a class. With the consent therefore of the youths themselves, application was made for their admission to Roorkee, and on their passing the prescribed examination, they were transferred to the first department there, on allowances of Rs. 40 per month. One of them has subsequently been appointed Zilla Visitor of Schools under the Visitor General, and the other two are still at Roorkee.

On the breaking up of the old 1st Class, twelve students from the second were chosen to make a new one, and corresponding changes were made in the lower classes. The new 1st Class was very far behind the old one in acquirements, but the lads composing it are all young, and are further advanced than any of the students have been at their age, so that it is hoped they will soon bring up the course of study to what it lately was.

The Principal's time has been employed as heretofore in teaching two hours daily the 1st Persian, and devoting the remaining three with the 1st English class. The Head Master has taught the latter two hours, and had the 1st Mathematical Division of the 2nd class for three hours. The remaining classes have been in the hands of their respective teachers, as noted in the routine of studies.

The examination commenced in the early part of December, and concluded on the 24th. The only member of the Committee present in the station was Doctor Kirk, and he being on the eve of departing to Ferozepore, had not leisure to attend the College. Every precaution however was taken to ensure fairness in answering the papers of questions, and it is believed that few, if any, opportunities for fraud were found. In the papers of two students of the 1st English Class, a suspicious coincidence of error is noted by the examiner, and is perhaps a case of collusion.

The papers of questions sent by Government were drawn up according to the routine furnished at the commencement of the year, and were of course too high for the new 1st Class. Such of them however as it was thought the 1st Persian Class would be likely to master were selected, and new ones prepared for the English Class. The whole of the answers, both English and Oordoo, were with permission of Government, forwarded for examination and report to Roorkee, whence a Tabular Statement was furnished, according to which the merits of the students have been estimated. The following is Lieutenant Walker's report:—

"These Bareilly papers were exceedingly good, and the students "displayed a knowledge of the lower subjects especially. At the same "time, I regret for their sake that the examination questions forwarded "were unsuitable, as it is of course a far better test of a man's attain- "ments in any branch of study to be examined by those who have "had no connection with their instructions, thus avoiding all imputa- "tion of being set old and familiar problems.

"The questions sent were from the books and on the subjects desig- "nated in the paper of instructions. Had a class of questions similar "to those actually given to the students been called for, they could "have been still more easily made out, and the object of the questions "being set by third parties, attained. I believe from the style of "Soondur Lall's (2nd) solutions that he would have been able to "pass any examination on these subjects creditably."

The students of the 1st Persian Class contributed Essays, which were examined by Mr. H. S. Reid, who reports as follows:—

"On the whole, I think that the Essays are very creditable. They "are interesting, as showing the views held by intelligent members "of the native community, who have received the advantage of a "more liberal education than that which falls to the lot of their "countrymen (as a body)."

After a careful consideration of the claims of the various students, the Committee recommended the distribution of the Scholarship allowance according to the following Statement:—

ENGLISH DEPARTMENT.

1st Class.

Soondur Lall,	15	0	0
Hait Ram,	12	0	0
Suda Nund,	12	0	0
Bholanath,	8	0	0
Huzaree Lall,	8	0	0
Ram Narain,	8	0	0
Ghassee Ram,	8	0	0
Mool Chund,	4	0	0
	75	0	0

2nd Class.

Ajudhiapershad,	5	0	0
Ramdial,	5	0	0
Lukput Rai,	4	0	0
	14	0	0

3rd Class.

Buldeopershad,	4	0	0
Khialee Ram,	4	0	0
	8	0	0
Rs.	97	0	0

PERSIAN DEPARTMENT.

1st Class.

Gopalpershad,	15	0	0
Jumeel-ood-deen,	15	0	0
Moorleedhur,	10	0	0
Fukhr-ood-deen,	10	0	0
Mohammed Hussun,	10	0	0
Sahib Rai,	5	0	0
	65	0	0

2nd Class.

Ishreepershad,	5	0	0
Mehndee Ali,	5	0	0
Salig Ram,	4	0	0
Asgur Ali,	4	0	0
Shadee Lall,	4	0	0
	22	0	0

3rd Class.

Suleemollah Khan,	4	0	0
Pyaree Lall,	4	0	0
	8	0	0
Rs.	95	0	0

HINDEE CLASS.

Dabi Sahai,	4	0	0
Ramjee Mull,	4	0	0
Rs.	8	0	0

To which request His Honor the Lieutenant-Governor was pleased to accede.

In the month of January, the Most Noble the Governor-General visited the College, and was pleased to record the following remark in the Visitor's Book:—

"I have been well pleased with all I have heard and all I saw "of the College at Bareilly; its direction, its success, and its prospects "of increasing usefulness."

In November, the Venerable Archdeacon Pratt examined the upper classes chiefly in Mathematics, and expressed himself pleased with the performances of the students. The following is the remark he recorded:

"Very much pleased with the state of the College, as far as I "examined into it."

In reply to the above Report, the Lieutenant-Governor issued the following orders:—

His Honor observed that the comparatively low standard of the present 1st Class was sufficiently explained by the Committee's remarks, and the Lieutenant-Governor received with confidence the Principal's assurance that the progress of this class would soon brin up the course of study to its former standard.

The manner in which the youths who composed the form first class had been employed, His Honor remarked, was high satisfactory. Those who were transferred to Roorkee are believ to have been well trained for commencing upon the studies of th Institution. The Lieutenant-Governor further remarked that it wou afford him much pleasure to observe that the future students wl might pass through the Bareilly College were similarly grounded useful and practical knowledge.

The report made by Lieutenant Walker upon the Mathematic papers was satisfactory, but it would have been still more so had t preparation of the questions been committed to some party not on t educational staff of the College.

It was also observed that little or no information had be supplied regarding the result of the examination in the other class The Lieutenant-Governor could not but regard with regret tl omission, both as it left the Government in doubt as to the p gress of the great mass of the students, and would render it diffic in future years to trace the progress of the classes composed by the

The Vernacular Essays, which the Committee had forwarded, w... regarded as creditable to the general attainments of the writers, and supported the character which the Institution had gained of judiciously combining the study of the English with the vernacular tongue.

It was gratifying to His Honor to find that the condition of the College appeared to the Most Noble the Governor General and to the Venerable Archdeacon, after a personal inspection, to be satisfactory.

His Honor was pleased to sanction the Scholarships proposed by the Committee.

SAUGOR SCHOOL.

RETURN OF THE LOCAL COMMITTEE AS ON THE 30TH APRIL 1853.

NAMES.	DESIGNATION AND OFFICE.
Captain A. Skene, ...	Deputy Commissioner, 1st Class.
Lieutenant G. Browne, ...	Ditto ditto, 3rd Class, and Secretary Local Committee of Public Instruction.
Lieutenant B. Hawes, ...	Ditto ditto, 3rd Class, left the station.
Moulvie Syud Ali Hoossein, ...	Sudder Ameen.
Rao Anunt Rao Bhya Sahib, ...	Theekadar of Jysingnuggur and Honorary Member.

Establishment on the 30th of April 1853.

NAMES.	DESIGNATION.	SALARY.	DATE OF APPOINTMENT.	REMARKS.
ENGLISH DEPARTMENT.				
James Rae, ..	Head Master, ..	300 0 0	12th June 1837.	
W. H. Bachman,	Ditto, ...	*200 0 0	11th May 1846.	
William Rae, ..	Asst. Teacher, ..	†20 0 0	1st March 1853.	
Khoman Singh, ..	Librarian, ..	10 0 0	29th Oct. 1850.	
HINDI.				
Beharee Purohit,	Teacher, ...	25 0 0	15th March 1842.	
Kanee Ram, ..	Ditto, ...	20 0 0	17th April 1847.	
Bholai, ...	Ditto, ...	15 0 0	15th March 1842	
Duryao Singh, ..	Ditto, ...	15 0 0	18th March 1850	
Girdharee Lall, ..	Ditto, ...	15 0 0	1st January 1851.	Acting.
Muhraj Singh, ..	Assistant Ditto,	5 0 0	1st Feby. 1851.	Acting.
Gunga Pursad, ..	Ditto Ditto, ..	† 5 0 0	1st May 1852.	
Kunhya Lall, ..	Monitor, ...	2 8 0	16th Nov. 1846.	
OORDOO.				
Ghoolam Russul,	Moulvie, ...	25 0 0	27th Oct. 1843	
Abdulsalam, ..	Ditto, ...	50 0 0	1st March 1847.	
Ramchund, ..	Persian Teacher,	† 8 0 0	30th Octr. 1852.	
Bhowani Pursad,	Monitor, ...	‡ 3 0 0	16th May 1848.	
Keerat Singh, ..	Ditto, ...	† 2 8 0	30th Octr. 1852.	
Furzund Ali, ..	Ditto, ...	† 2 8 0	Ditto ditto 1852.	
Purmanund, ..	Ditto, ...	† 2 8 0	17th Jany. 1852.	
Servants, ...	1st Bearer, ..	4 0 0	15th March 1842	
	2nd Ditto, ..	3 0 0	Ditto ditto ditto.	
	Bheestie, ...	3 0 0	Ditto ditto ditto.	
	Sweeper, ...	2 0 0	Ditto ditto ditto.	

* Personal allowance: authorized for 2nd Master Rs. 80 per mensem.
† Paid from Tuition Fees.
‡ Eight annas paid from Tuition Fees.

Statement exhibiting the Number of Paying and Non-paying Pupils in the several Departments of the Saugor Government School, as on the 30th April 1853.

English Department.		Hindi Department.		Oordoo Department.		Persian Department.		Total.		Remarks.
Paying.	Non-paying.	Paying.	Non-paying.	Paying.	Non-paying.	Paying.	Non-paying.	Paying.	Non-paying.	
68	8	0	92	0	109	60	1	128	210	The number 60 entered as paying, and the number 1 entered as non-paying, are included in the number 109, non-paying.

Statement exhibiting the Number, Caste, &c. of the Pupils in the several Departments of the Saugor Government School, as on the 30th April 1853.

English Department.			Hindi Department.			Oordoo Department.			Total.			Total of all Castes.
Christians.	Hindoos.	Mussulmans.	Christians.	Hindoos.	Mussulmans.	Christians.	Hindoos.	Mussulmans.	Christians.	Hindoos.	Mussulmans.	
19	52	5	0	89	3	0	79	30	19	220	38	277

Scholarship in the Saugor Government School, for the year 1852-1853.

Junior Scholarship (1), ...	8	Vacant.

List of Boys entitled to Prizes for 1852.

ENGLISH DEPARTMENT.

No.	Names.	Progress.	Prizes.
	1st Division.		
	1st Class.		
1	Girdharee Lal, ..	General proficiency, ..	Government Prize. Brice's Hindoostanee Dictionary and Lempriere's Classical Dictionary.
2	Khooman Sing,	Writing an Historical Essay, ...	Government Prize. Brice's Hindoostanee Dictionary and Mangnall's Historical Questions. Mr. Smith's 2nd Prize. Maunder's Treasury of Knowledge.
3	John Croker, ..	Historical Essay, ...	Mr. Smith's 1st Prize. Maunder's Scientific Treasury and Lempriere's Classical Dictionary.
4	Joseph Hopson, ..	Good conduct, ...	Government Prize. Maunder's Scietnific Treasury.
	2nd Division.		
1	Beharee Rajput,	General proficiency, ..	Government Prize. Forfeited, 4 days absent. Mr. Smith's 2nd Prize. Brice's Dictionary and Mangnall's Questions.
2	Edward McLean,	Historical Essay, ...	Mr. Smith's 1st Prize. Maunder's Scientific Treasury and Mangnall's Questions.
3	Chundika Purshad,	Good progress, ...	Government Prize. Brice's Hindoostanee Dictionary.
	2nd Class.		
1	George Rae, ..	General proficiency and regular attendance..	Government Prize. Robinson Crusoe. Lieut. Browne's Prize. Bonnycastle's Algebra.
2	Ghunsiam, ..	Good progress and regular attendance,	Government Prize. Brice's Hindoostanee Dictionary.
3	John Hopson, ..	Good progress, ...	Lieutenant Browne's Prize. William's History of England.
4	Nathaniel Hopson,	Ditto ditto, ...	Lieutenant Browne's Prize. Wonders of Nature and Art.
5	Amon Singh, ..	Ditto ditto, ...	Government Prize. Forfeited, 11 days absent.
	3rd Class.		
1	Kunda Swami, ..	General proficiency and regular attendance,	Government Prize. Brice's Hindoostanee Dictionary.
2	Koomar Swami, ..	Good progress, ...	Government Prize. Wilson's Universal History and 1st Arithmetic.

No.	Names.	Progress.	Prizes.
	4th Class.		
1	Bulloo Pundit, ..	General proficiency, ..	Government Prize. Yates' Dictionary and Johnson's Dictionary.
2	Nund Kishore, ..	Good progress, ...	Government Prize. Forfeited, 4 days absent.
3	Girdharee Bhundary.	Good progress, ...	Government Prize. Yates' Dictionary.
	5th Class.		
1	Gunput Doobay,	Good progress, ...	Government Prize. Adam's Dictionary, Clift's 1st Geography and Primer.
2	Achumbit Lal, ..	Good progress, ...	Government Prize. Forfeited, 5 days absent.

Hindi Department.

No.	Names.	Progress.	Prizes.
	1st Class.		
1	Rughoonath, ..	General proficiency, ..	Government Prize. Goetawali, Mahajuni Account Book, Kshetraphal, Logarithms and Punchang.
2	Oomrao Rajput, ..	Ditto ditto, ...	Government Prize. Tulseekrit Ramayan.
3	Hurkissoon, ..	Good progress and regular attendance,	Government Prize. Behar-i-Bekhizan and Nisab Soobian.
4	Anwar Khan, ..	.. .. ..	Government Prize. Forfeited, 31 days absent.
5	Koonjbehari, ..	Good progress, ...	Government Prize. Singhasun Buttesee and Putwari No. 4.
	2nd Class.		
1	Toolsee Durjee ..	General proficiency, ..	Government Prize. Premsagur.
2	Luchmishunker, ..	Good progress, ...	Forfeited, 15 days absent.
3	Goottai Rajput, ..	Good progress and regular attendance,	Government Prize. Behar-i-Bekhizan, Subha Bilas, Putwari No. 4, and Chitthee Puttree.
4	Doorga Purshad, ..	Good progress, ...	Government Prize. Forfeited, 10 days absent.
5	Ram Lal Rajput, ..	Good conduct, ...	Government Prize. Kuthasar, Chitthee Puttree and Putwari No. 4.
	3rd Class.		
1	Ram Krishun, ..	General proficiency, ..	Government Prize. Forfeited, 11 days absent.
2	Koonj Behari Misra,	Ditto ditto, ...	Government Prize. Premsagur.

No.	Names.	Progress.	Prizes.
3	Balmookund,	Good progress and regular attendance, ...	Government Prize. Baital Puchcesee.
4	Moolchund, ..	Good conduct, ...	Government Prize. Behar-i-Bekhizan.
	4th Class.		
1	Hunsraj Modi, ..	General proficiency, ..	Government Prize. Forfeited, days absent.
2	Nunnai Sing 1st, ..	Ditto ditto, ...	Government Prize. Premsagu
3	Nunnai Sing 2nd, ..	Good conduct,..	Government Prize. Subha Bilas, Putwari No. 2nd, and Clift's 1st Geography.
4	Sirdar Rajput, ..	Good progress, ...	Government Prize. Clift's 1st Geography, England Delineated and Putwari No. 2.
5	Chotaie Lall Goosanee,	Ditto ditto, ...	Government Prize. Kuthasar.
6	Ram Lall Lohia, ..	Ditto ditto, ...	Government Prize. Forfeited, 6 days absent.
7	Luchmun Tailee,	Ditto ditto, ...	Government Prize. Kuthasar.
	5th Class. 1st Division.		
1	Rikhubdas, ...	General proficiency, ..	Government Prize. Forfeited, 14 days absent.
2	Ram Lall Brahmin,	Ditto ditto, ...	Government Prize. Pearce's Geography, Adam's Grammar and Putwari No. 1.
3	Adharsing Rajput,	Good progress,..	Government Prize. Reader No. III.
	2nd Division.		
1	Ramchund,.. ..	General proficiency,.. ..	Government Prize. Subha Bilas and Muhajni Account Book.
2	Khooba Dheemur,	Good progress,..	Government Prize. Forfeited, 15 days absent.
3	Choonni Lall, ..	Ditto ditto, ...	Government Prize. Putwari No. 2, Adam's Grammar and Putwari No. 4.

Oordoo Department.

No.	Names.	Progress.	Prizes.
	1st Class.		
1	Mata Pershad, ..	General proficiency and regular attendance,	Government Prize. Abool Fuzl and Musavee Muhroomah.
2	Allaooddeen, ..	Good progress, ...	Government Prize.—Kasaid-Oorfee, Sehnasar Zoohouree, and Musnavi-Israri-Mohubbut.
3	Keerut Singh, ..	Good conduct,..	Government Prize. Tuhreeri Ooqulaidis (Euclid), and Mooffednama.

No.	Names.	Progress.	Prizes.
	2nd Class.		
1	Moonavvar Ali, ..	General proficiency, .	Government Prize. Punj Gunj and Tuhreeri Ooqulaidis (Euclid).
2	Luchmun Singh,..	Good progress and regular attendance,	Government Prize. Zuleekha and Gooroo Chaila.
3	Imam Khan, ..	Good conduct,..	Government Prize. Madhoram and Insha Monir.
4	Nundkishore, ..	Ditto ditto, ...	Government Prize. Forfeited, 5 days absent.
	3rd Class.		
1	Nuthoo, ...	General proficiency and regular attendance,	Government Prize. Tuhreeri Ooqulaidis (Euclid), and Meezan Moonsheb.
2	Fukeerai, ...	Good progress and regular attendance,	Government Prize. Tuhreeri Ooqulaidis (Euclid).
3	Teekaram, ...	Good conduct,..	Government Prize. Insha Behar-i-Bekhizan and Behar-i-Ishque.
4	Janardun, ...	Ditto ditto, ...	Government Prize Forfeited, 10 days absent.
5	Muhomed Ishmael,	Ditto ditto, ...	Government Prize. Forfeited, 8 days absent.
	4th Class.		
1	Sagurdin, ...	General proficiency, ..	Government Prize. Gool-i-Bakawuli, Behar-i-Ishque and Kissa Gooroo Chaila.
2	Oomrao, ...	Good progress, ...	Government Prize. Musnavee Meer Hussun and Kissa Gooroo Chaila.
3	Jankee Pershad, ..	Good conduct,..	Government Prize. Insha Faique Dewan-i-Noovaidee and Amudnamah.
4	Pursotum Rai, ..	.. ..	Government Prize. Forfeited, 21 days absent.
5	Kadir Bux, ...	.. ..	Government Prize. Forfeited, 6 days absent.
	5th Class.		
1	Rambhaoo, ...	General proficiency, ..	Government Prize. Musnavee Meer Hussun.
2	Sheikh Nuthoo, ..	Good progress and regular attendance,	Government Prize. Kissah Sipaheezadah, Nodh Bismil and Kisan Kutha.
3	Bhugwan Dass, ..	Good conduct,..	Government Prize. Amudnamah.
4	Kamal Khan, ..	.. ..	Government Prize. Forfeited, 8 days absent.
5	Girdharee Gooroo,	.. ..	Government Prize. Forfeited, 11 days absent.

Local Receipts and Disbursements of the Saugor Government School, during the official year 1852-53.

Resources of Annual Income.									Actual Charges during the year.	
Separate Funds.	*Assignment from Parliamentary grant.*	Total.	*Assignment from additional grant.*	*Establishment and expenses as fixed by Government, dated 23rd January* 1841.	*Tuition fees.*	*For purchase of a new School Building.*	*Garden Produce, &c.*	*Grand Total of Receipts.*	*Nature of Charges.*	Items.
									English Teacher,	6040 0 0
									Librarian, ...	120 0 0
									Vernacular Teachers, ...	1200 0 0
									Establishment, ..	144 0 0
									Junior Scholar, ...	0 0 0
									Contingencies, ...	274 12 8
0 0 0	4776	4776	2304	7140	628 8 0	8231 13 0	225 13 2	16296 2 8	Prizes, ...	96 0 0
									Oordoo and Persian Teachers,...	1060 0 0
						From Government,... ... ... 5000 0 0			Purchase of a new School House, ...	7500 0 0
						Do. Deposits, ... 1844 0 0			Expenses of the Garden, ..	241 3 8
						Do. Subscription,... ... ... 747 13 6				
						Do. of the old School House,... ... 640 0 0				
Establishment.	Contingencies.	Prizes.	Junior Scholar.	Purchase of a new School House.	Expenses of the Garden.				Grand Total,	10715 0 4
4633	274 12 8	96	0 0 0	7500	241 3 8					

The following Extracts are taken from the Head Master's report:—

"The School still consists of three Departments; viz. English, "Hindee, and Oordoo, with a Persian paying class.

"In each Department the number of boys on the roll was as "follows on the 31st December 1852:—

"In the English Department, -- --	67
"In the Hindee Ditto, -- -- -- --	101
"In the Oordoo Ditto, -- -- -- --	90
"In the Persian paying class, -- --	58
Total, -- -- --	316

"If the 58 Persian students be deducted from the above, there "will be a total of only 258; this being 48 boys more than last year.

"The English Department has an increase of one boy more than "last year. In the Oordoo there is an increase of 43 boys, and in the "Hindee an increase of 4 boys. But during the greater part of the "year, the number of boys in the English Department was 78, and "in the Hindee 95.

"The Annual Examination commenced on the 8th December, and "continued to the 18th December.

"The tabular reports and precis of studies, together with the "separate reports of each examiner, in the respective department he "examined, will explain the results.

"There has been no change in the arrangements in any of the de-"partments of the School, which calls for particular remarks. The "internal economy of all remains the same as last year.

"The removal of the School from the old premises to the present "splendid and capacious building has been the only great change this "year. This will tend much towards the welfare of the Institution, "as the house is capable of accommodating any number of boys, and "large enough to admit of transfer of the Institution from a School to "a College, or to something superior to its present range. Some "change of this kind is in my humble opinion now required for the "advancement of education in these territories.

"The amount of collections realized during the year in all Depart-"ments is as follows:—

"Entrance fees,	English Department, -- --	Co.'s Rs.	27	0	0
	Hindee, ditto, -- --	,,	11	0	0
	Oordoo, ditto, -- --	,,	30	4	0
"Tuition fees,	English Department, -- --	,,	365	8	0
	Persian Class, -- --	,,	167	2	0
	Total, Co.'s Rs.		600	14	0

"There are 118 paying students and 140 non-paying in the In-
"stitution, and every boy in all the departments supplies his own books.

"The English Department has five Classes under the same arrange-
"ment as last year.

"The 1st Class is in two Divisions, and consists of 16 boys. In the
"1st Division there are 5 boys, and in the 2nd Division 11 boys.
"Three boys (Kesho Bhutt, Buldeo Bux and Chuckoo Lal) were
"promoted from the 2nd Class at the beginning of the year.

"I have had much to contend against in the general carelessness
"of the boys of the 1st Class. They do not apply their minds to the
"lessons as earnestly, or as closely as can be wished, or as they should
"do. It has been during the past year, my great aim to create in
"them a desire to acquire a knowledge of History. But they are
"dull of apprehension, and will not appreciate its value. I tried to
"excite and arouse their curiosity by referring to the books in the Library
"for further elucidation on any subject not clearly explained in
"our Class Books. This course for a time produced some little good
"effect; but they soon got tired and became careless. I do not
"know if our boys are different from boys in other parts of India.

"The number of studies was reduced as recommended by Lieutenant
"Gordon in last year's report. The study of Euclid in the 2nd Divi-
"sion of the 1st Class was entirely discontinued, as after a few months
"in the new year I found that the boys did not even try to learn a
"lesson in it. I therefore had no desire to press them on to it, pre-
"ferring to make them try and comprehend their History more fully,
"and thoroughly to understand what they read. The result has
"been that some of the boys have kept up their knowledge in Hutton
"and some have not. Arithmetic has been attended to.

"In Geography, I was obliged also to give up the attempt of mak-
"ing the 2nd Division of the Class master of Goldsmith's Geography,
"and I thought it better to take them back again to Clift's 1st Geogra-
"phy; but the result has not been good.

"The 2nd Class was under Mr. Bachman, and consisted of 21 boys.
"The progress will be found in the Examiner's report. It is needless
"for me to say any thing more about Mr. Bachman, than that his
"conduct is perfectly satisfactory.

"The 3rd Class is now the worst in the Institution. There "is a mixture of Madras, Christian and Hindoo boys in the class. "The Christian boys are particularly idle, and our inability to com- "municate with the Madras boys, except in Oordoo, which *they* but "imperfectly understand, is a great hindrance to their progress.

"The 4th Class was under Mr. William Rae's care during the year, "with great advantage to the boys.

"The 5th Class was under Girdharee, (the senior scholar in the 1st "Class) during the great part of the year, with partial advantage to "the boys.

"The collections for tuition in this Department during the year have "been very fair.

"The Classes will remain as at present; only one boy, Kunda "Swami, will be advanced from the 3rd to the 2nd Class.

"The 1st Class will remain in two Divisions as at present. The 1st "Division I propose shall spend the year in reading up to the Junior "Scholarship standard. They have the vacant Scholarship of "eight rupees to compete for, and if this will not stimulate them to "application, they must only blame themselves. I propose to give the "greatest part of my time and attention to the 2nd Division of the 1st "Class and to Junior Classes. Pinnock's History of England, Murray's "and McCulloch's Grammar, are the books they have been through.

"The Oordoo Department still keeps in as efficient a state as last "year. The two good men at its head continue to give satisfaction. No- "thing is wanting but more teachers, and now that the School "commands, by its centrical situation, the Sudder Bazar, Civil Lines, "and the Town, there is every prospect of this department increasing "more and more.

"The increase during the year in this Department is 43. There are "five Oordoo Classes in the Department, and a Persian paying class, "consisting of four Divisions. The result of their progress will be "found in the Tabular Statement and Examiner's Report.

"The teachers of this department have given every satisfaction. "The only change in it has been the death of Imamooddeen, the teach- "er in the Persian Class, and the appointment of Ramchund in his "place.

"The Hindee Department numbers ninety boys: this is four more "than last year. The conditions that a boy on entrance should be "able to read the Neithi Kutha, and to pay an entrance fee of four "annas, seems to account for the smallness of this department; but

"the main cause must be, the increased desire for the study of Oor-
"doo now prevalent in these territories: we cannot, therefore, expect
"this department to become much larger than it now is.

"There are five Classes in this Department, arranged as in last year's
"report. But the Gooroos have not only their own classes to teach;
"they have also thirty-two boys from the English Department alone,
"besides nearly all from the Oordoo Department to instruct. This
"extra duty fully occupies the time of the Teachers.

"The 2nd Gooroo, on account of his intelligence, gives great assist-
"ance to me in the 1st English Class in correcting translations and in
"other Hindee studies, and this year his assistance will be invaluable,
"since greater attention to the vernacular will be necessary.

"There have been so many applications from the head boys in the
"Hindee Department this year, for admission into the English De-
"partment as free scholars, that it might be advantageous to this De-
"partment, and stimulate the students to greater diligence if the
"Committee were to hold out two or more free admissions into the
"English Department as prizes for the boys, who may pass a good
"examination in all branches of study next year. This will also carry
"the views of Government more fully into effect with regard to the
"vernacular study in English classes.

"The attendance of all has been good. No boy is allowed to remain
"in school who is absent for fifteen days in three months.

"The qualifications of the boys in the vernacular will be found
"in Mr. Bachman's report. Khooman Singh however has surpassed
"our expectation in his Oordoo Essay, but much more so in his Hindee
"one on the same subject. I cannot account for its being so much
"superior to the one written in Hindee by Girdaree.

"The subscriptions collected for the new building from the native
"community, viz. Rs. 711, will speak in evidence of the estimation in
"which the Institution is held. Though the amount is small, yet, being
"a voluntary contribution, it is pleasing and gratifying that all ranks,
"from the highest native down to the buneeah, should have given
"his mite towards it."

Minute by Lieutenant Browne on the Annual Examination of the English Department, Saugor School, 1852.

Having concluded the Annual Examination of the 2nd, 3rd, 4th and 5th Classes of the English Department, Saugor School, I beg to record my opinion relative to the progress the scholars have made in their studies during the past year, and to the qualifications they appear to possess.

The 2nd Class was examined by me in the following subjects:—

Reading.—Meaning or Explanation of passages rendered in the vernacular.

History.—Wilson's Universal History.

Grammar.—Lennie's. Parsing passages and explanation of a few Rules.

Geography.—The four quarters of the World and Hindustan, with Maps.

Arithmetic.—As far as Rule of Three.

Algebra.—A few boys as far as simple Equations.

Translation.—From Hindee to English.

Ditto.—From English to Hindee.

Dictation.—From Wilson's Universal History.

Writing.—Text and small hand.

Poetry.—A few easy pieces.

The precis of study during the past year has been more limited than formerly, and I think that the boys have in consequence made more progress in the prosecution of studies of greater real value to them. I was well satisfied with the reading and pronunciation of the scholars, and generally speaking there was but little fault to find with the punctuation.

In rendering the meaning into the vernacular, the boys showed considerable aptitude, and were able readily to give the signification of English words in their own tongue, rendered singly, as well as of sentences. Great pains have evidently been taken with this most essential portion of their studies, and if persevered in, I think some of the boys in this class will, in the course of another year, be able to undergo a tolerably severe test in this.

The Grammar and Parsing were satisfactory, but with regard to History, I have doubts as to whether the boys have any really well grounded knowledge in this branch. They answered questions and gave dates of various occurrences in such portion of the book as they had read, with readiness, but I think the extent of their knowledge goes no further, and that by a mere effort of memory they have strung together a number of questions and answers without clearly comprehending the connexion or relation of one event to another. In Geography again I was much pleased; the boys were evidently well grounded in it, and answered the questions with ease, pointing out the various places on the maps at the same time. In Algebra, two boys had progressed as far as Simple Equations, and three as far as Divi-

sion. The examination in this was satisfactory. In Arithmetic, twelve boys were sufficiently advanced to do a Rule of Three sum, and the remainder managed sums in Compound Addition, &c., and I had cause to be well satisfied with all.

The writing from dictation was very good; there were but few mistakes, and the principal part of these was trifling. The translation from Hindee into English was creditably performed, as was also that from English into Hindee.

The writing of some of the boys was very good, but of others indifferent, and their copies showed marks of carelessness. This however was principally among the European lads.

The pieces of Poetry selected were of easy style, and I was pleased with the manner in which the boys read them. They generally appeared to understand the proper words on which stress should be laid.

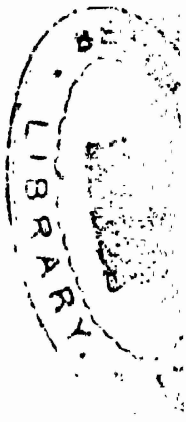
Having thus given my opinion as to the *general* proficiency of the 2nd Class, perhaps it may not be out of place, if I particularize such of the boys as appear to me to have outstripped the rest, and to have taken considerable pains with their studies. Among these I would class George Rae, Ghunsiam, J. and N. Hopson, and Ram Chund. The first of these is the only European lad in the class who combines a knowledge of the vernacular (Hindee) with that of English. Ghunsiam is also a clever and painstaking lad, who promises to become a good scholar. The remaining three boys I have named also deserve credit for their exertions.

On the whole, I beg to express myself well pleased with the examination of this class. No endeavors have been wanting on the part of Mr. Bachman, to impart to the boys a good knowledge of the Vernacular and English combined, and, as I have remarked above, I think his exertions have been very successful; and having once taught them this, no doubt their progress during the next year will be more satisfactory.

3rd English Class.—Having briefly reported on the qualifications of the 2nd, I will proceed to enter my opinion on the third Class, consisting of twelve boys.

The reading of the generality of the boys was good; and in rendering into the vernacular the meaning of words and sentences, they acquitted themselves very fairly.

In Geography I was pleased with the progress they had evidently made. They propounded various questions, and pointed out the principal Rivers, Mountains, &c. with facility.



In Grammar also, as far as they had gone, they acqui... ...iem selves, with a few exceptions, to my satisfaction. In spelling they were not so successful, and had evidently not paid so much attention to their instructions as they ought. The writing of some of the boys was creditable; of others, indifferent.

I consider Canda Samy as decidedly the best scholar in this class, and sufficiently well advanced I think to be transferred to the 2nd English Class.

Taking this class altogether, I do not consider it so well advanced as I expected to find it.

Indeed in some respects the fourth is equal to it. I cannot account for this in any other way, than by supposing that the boys do not devote their undivided attention to the instruction of their master.

4th Class.—This class has been, I believe, almost entirely under the superintendence of Mr. W. Rae, and the progress evinced by the boys does credit both to his care and instruction; and to their own attention. In reading, they did not acquit themselves so well as in the other branches; this however appeared to me to arise as much from diffidence as from any other cause. In general, their punctuation was good, and it was more in the clear enunciation of the words that they failed.

They rendered the meaning of words and sentences into the vernacular with great readiness, and evidently understood what they were saying.

In spelling also, I had cause to be pleased with them; they, with very few exceptions, spelt the various words quickly and correctly.

In Grammar, the examination was satisfactory as far as it went.

The writing was, with two exceptions, very creditable.

In Arithmetic they have not as yet made much progress, but what they tried was well executed, with one or two exceptions.

As the boys in this class are merely beginners, it would be useless saying any thing regarding their respective qualifications; at present they are too young for me to form an opinion regarding them.

The 5th Class are quite beginners, merely learning the Alphabet, &c.

In conclusion, I beg to remark that, generally speaking, a strong feeling of emulation and desire of learning appears to me to exist in these classes.

A few boys perhaps are apathetic, as will always be the case, but these are chiefly European lads; among the other boys I discerned a feeling of ready inclination to imbibe knowledge, and a wish to excel, that reflects I think credit both on the teachers and scholars.

Minute by Captain Skene, Deputy Commissioner, on the Annual Examination for 1852 *and* 1853, *of the Senior Persian and Oordoo Classes of the Saugor Government School, examination held upon the* 8*th and* 10*th December* 1852.

" The removal of Mohumed Hadi Ali, from Saugor to another Moonsiffship, prevented his taking a part as heretofore, in the annual examination of the Oordoo and Persian Classes, and want of leisure from other important duties compelled me to confine myself to the examination (along with Mohumed Ali Hussein, Sudder Ameen of Saugor) of the Senior Classes only. The examination of the Junior Classes was taken by the Sudder Ameen alone, and his report is annexed in original.

" The classes I assisted in the examination of, were the 1st and 2nd in Oordoo and Persian, and the 3rd in Persian only. As a general remark, I am of opinion that a satisfactory amount of progress has been made by the pupils during the past year.

" The 1st Class in both departments consists of two Divisions, the first containing two, and the second five pupils.

" The pupils of the 1st Division are the two lads, Ram Chund and Bhowani Pershad, who have been so nearly equal at the last two or three examinations; but, as was the case last year, I think Ram Chund is slightly ahead of Bhowani Pershad in all departments of their studies, although both passed a most creditable examination.

" The five pupils of the 2nd division are nearly equal in point of general acquirements; two, Furzund Ali and Parmanund, were rather behind the others in Geometry and Arithmetic.

" The 1st Division read and translated a page or two of Abul Fuzul with fluency and correctness, and the 2nd Division were found equally well acquainted with the passages given them to read and translate in Madhoram, and both divisions answered the grammatical questions put to them quite correctly. Much pains have evidently been bestowed upon their instruction in this department of literature.

" In consequence of the minute of Dr. Spilsbury upon the Hindee classes, at the examination in 1850, being so unfavourable, and his report on the progress made by the boys so unsatisfactory, it had been determined by the Committee, as mentioned in Lieutenant Pinkney's letter to Government, dated the 28th March 1851, to reduce the 3rd Gooroo Bhooleea to a lower class upon a less salary. I have now much pleasure in referring to the report of Rao Krishan Rao, and to extract from a letter of M. Smith, Esq., to my address, from which it will appear that a considerable improvement has taken place in this branch, and the Committee have therefore deemed it right to restore the Gooroo to his original position, with a caution that, should he hereafter become careless, or should the progress of the pupils under his charge be at any future examination reported on as retrograding and unsatisfactory, they will consider it incumbent to suggest that he be dismissed.

" The Committee view the study of Hindee, as perhaps, the most important branch of the education imparted to the boys in the Saugor School. It is the language of the district, and the one, from a good knowledge of which, the boys as they grow up and enter upon their different professions in life, are likely to derive the most permanent benefit.

" In the Hindee Department last year, consequent upon the unfavourable report which was given, the gold medal was reserved for bestowal this year; the competition therefore has been very great. Three boys, by name Maharaj Singh, Gunga Pershad and Rughonath was nearly on a par; as however it appears from the report of the Hindee examiner, that Maharaj Singh has surpassed the other two in his general information, and had passed a very creditable and highly satisfactory examination, the Committee have decided upon awarding to him the gold medal."

The opinions expressed by Rao Krishan Rao and Lieutenant Gordon who examined the lads in Literature and Science respectively, will be seen to have been exceedingly favourable.

Rao Krishan Rao says:

" I consulted the examination papers for the year 1850, and read the remarks which Dr. Spilsbury had made on each class. It is useless to dwell on these remarks, as Government is already aware of their purport. In my opinion, the Gooroos have taken great pains with their classes during the past year, and in consequence the scholars have made very great progress, and passed an excellent examination.

" 3rd class. The Committee had deducted 5 rupees per month from the salary of the Gooroo of the 2nd class during the past year, on account of his inattention to his duties. In my opinion this

Gooroo has laboured very hard during the present year, for the boys read well and knew the meanings. This Gooroo had to encounter a great difficulty. The boys of the 4th and 5th classes, used to be advanced into the 3rd class without completing Adam's Arithmetic, so that the Gooroo had to continue teaching them that work, and after they had gone through that, to commence the Lilavati, the work set apart for this class. This must certainly have been a great drawback to the progress of the boys. But the Head Master had, according to my advice, remedied this for the ensuing year, so that no boy is to be promoted until he has completed all his studies in the class in which he may be.

"If this arrangement continues in force, the teachers will be enabled to be responsible for their classes. It has been explained to this Gooroo how and what he is to teach. In consequence of the industry which he has displayed, his past year's fault has been forgiven him, and the deduction from his salary has been ordered to be discontinued. The result of the examination of this class will be evident from the inspection of the examination papers."

Lieutenant Gordon says: "The 1st and 2nd Hindee classes were examined by me in Trigonometry and Geometry. The number of boys who have studied the former only amounted to three. I found them well advanced, and pretty nearly equal. Gunga Pershad was, if any thing, rather quicker than the other two, viz., Maharaj Singh and Rugonath.

"In Geometry these three boys have also studied the 4 first Books of Euclid, and the manner in which they defined several problems taken at random from the above books, was very creditable and highly satisfactory.

"I have reason to believe that they clearly understood what they were about.

"The remaining boys of the 1st Hindee class had studied the 1st and 2nd Books of Euclid, some of them acquitted themselves very well. I would particularly mention Ameer Khan and Luchman, who evinced in this branch considerable quickness of perception.

"In the second class, some of the boys were well acquainted with the Definitions, and the first five problems of 1st Book of Euclid.

"The examination passed by them in this branch was, considering that they are only beginners, very satisfactory."

The Committee expressed their unabated satisfaction with the progress of the school and the exertions of the several Masters and teachers who superintended it.

APPENDIX.

APPENDIX (A.)

PROPOSED SCHEMES OF STUDIES.

Scheme of Studies in which Competitors for gaining or holding Scholarships in the English Department of the Agra College, are expected to qualify themselves during the year 1852.

First Class.

1*st Division.*—Literature.—*Prose.* Johnson's Rambler. *Poetry.* Shakespear's Macbeth, Guizot's History of the English Revolution, (European Library Edition), Stewart's Elements of the Philosophy of the Human Mind, part 1st, Blackstone's Commentaries, vol. 1st.

Mathematics.—Newton's Principia, (as in Goodwyn or Evans), Doctrine of Limits and Elements of the Differential and Integral Calculus, Analytical Geometry and Spherical Trigonometry, Hydrostatics (as in Webster).

2*nd Division.*—Literature.—*Prose,* Johnson's Rambler. *Poetry.* Richardson's Selections from Thompson. *History.* Elphinstone's History of India, vol. II., to the end of Book IX. *Mental Philosophy.* Abercrombie's Moral Feelings and Abercrombie's Intellectual Powers, part 5th, Blackstone, vol. I.

Mathematics.—Conic Sections (as in Goodwyn), Theory of Algebraical Equations, Mechanics, (as in Potter and Snowball).

3*rd Division.*—Literature.—*Prose.* Goldsmith's Essays, (Calcutta Edition). *Poetry.* Richardson's Selections from Thompson. *History.* Elphinstone's History of India, vol. II., to the end of Book IX. *Mental Philosophy.* Abercrombie's Moral Feelings and Abercrombie's Intellectual Powers, part V.

Mathematics.—Euclid, Algebra, and Plane Trigonometry.

The whole Class.—The Principles and Practice of Topography, and the Elements of Architectural Drawing, Experimental Philosophy, as taught in the Principal's Lectures.

Second Class.

Prose. Moral Tales, (Encyclopædia Bengalensis, No. IX.) *Poetry.* Selections from Pope, Prior and Akenside, Poetical Reader, No. 3, part 2nd, (last Edition). *History.* Keightley's History of England. Crombie's Etymology and Syntax, part 3rd. Geography and Map Drawing.

MATHEMATICS.—Euclid, Books VI. and XI., Algebra to the end of Simple Equations, Arithmetic and Elements of the Theory of Numbers

THIRD CLASS.

Prose. The whole of Prose Reader, No. 5. *Poetry.* Poetical Reader No. 3, (last half of part 1st). The whole of Yates' Geography. *History* Outlines of the History of England, and Marshman's Brief Survey of History, part 1st.

MATHEMATICS.—The first four Books of Euclid, Arithmetic generally, Algebra, as far as Involution and Evolution.

FOURTH CLASS.

The half of Prose Reader, No. 5. *Poetry.* Poetical Reader, No. 3, (the first half of part 1st). Outlines of Geography with the Form and Divisions of the Earth. Arithmetic, as far as Compound Proportion. Euclid, 1st Book.

Note.—The studies of the classes junior to the above, will be graduated similarly downwards; promotions to the senior class from the class below require that, in addition to proficiency in the other studies of the class, students be masters of the first four Books, the Definitions of the 5th and 6th, 11th and 12th Books of Euclid, also Algebra to Simple Equations inclusive.

Scheme of Studies in which Competitors for gaining or holding Scholarships in the Oriental Department of the Agra College, are expected to qualify themselves during the year 1852.

ARABIC CLASS.

1*st Division.*—Hidyah, 3rd vol. Makama Huriri, 1st vol. Husāmi, the whole.

2*nd Division.*—Sherra Moola to Murphoost; Nufut-ool-Yeman, 1st Section; Qootbi, the half.

3*rd Division.*—Kafia, the whole; Alif Leila, 100 Nights.

4*th Division.*—Hidyat-ool-Nasir; the whole; Mootahabat, the whole.

5*th Division.*—Naoh Meer, the whole; Sherra Mahatamil, the whole.

1ST PERSIAN CLASS.

1*st Division.*—Char Unsoor, the whole; Khasaid Khakani, the whole; Ukhlaq Nasari, the whole.

2nd Division.—Khasaid Unwari, the whole; Ikhlaq Jelallee, the whole.

3rd Division.—Budr Chaj, Towkiat Kisra, Khasaid Oorfu, Abool Wassa-zahoori, Chargoolzar; portions of each work.

2ND PERSIAN CLASS.

1st Division.—Tair Vahid, the half; Secundernamah, 100 pages; Chargoolzar, 20 pages.

2nd Division.—The whole Goolistan with Preface; Madhoram, the half, (about 60 pages).

3rd Division.—Goolistan, 107 pages, omitting the 5th Chapter; Insha Khalifa, the half, (30 pages).

4th Division.—Matukabat Farsi, (Persian Reader), Nos. 1 and 2, the whole.

1ST OORDOO CLASS.

1st Division.—Ikhlaq Jelalli, Gilchrist's Risala, and Bagh-o-bahar, the whole of each.

2nd Division.—Ikhlaq Jelalli, Gilchrist's Risala, a portion of each; and Bagh-o-bahar, the whole.

1ST SANSKRIT CLASS.

1st Division.—Sidhant Kaumoodie; Byakurún, from page 62nd to 110th of Satalibanga; Mitakshena Acharadhya, from page 100th to 220th (the end); Sankatutha Kaumoodi, from page 50th to 100th, (the end); Tarksangra Niya, the whole; Magha Karya, three sarga, from page 1st to 127th.

2nd Division.—Mudha Kaumoodie; Byakurun, from page 100th to 150th; Rogoovunsh Karya, the whole.

2ND SANSKRIT CLASS.

Magha Karya, from page 250th to 554th; Rugoovunsh Karya, 437 pages; Mudha Kaumoodie, 170 pages; Brief Survey of History, and Clift's Geography; Lelavati, Bij Gunit, and Arithmetic, the whole of each; Euclid to 4th Book; Algebra, the Fundamental Rules.

1ST HINDEE CLASS.

The Mahabharut, 3 vols. and a half; Ramayan, the whole; Clift's Geography, the whole; Euclid, 1st, 2nd, 3rd, 4th and 6th Books.

Note.—The studies of the classes junior to these, in each of the above departments, will be graduated downwards similarly.

DEHLIE COLLEGE.

Course of Study proposed to be followed in the English Department of the Dehlie College, during the year 1852.

1st English Class, in Mathematics, 2 *Pupils.*

1. Elements of Differential and Integral Calculus.
2. Wood's Mechanics.
3. Analytical Geometry.
4. Spherical Trigonometry.

2nd English Class, in Mathematics, 8 *Pupils.*

1. Spherical and Plane Trigonometry.
2. Algebra, the whole.
3. Euclid, the whole.

3rd English Class, in Mathematics, 12 *Pupils.*

1. Algebra, the whole.
2. Euclid, the whole.
3. Arithmetic.

4th English Class, in Mathematics, 11 *Pupils.*

1. Euclid, to the sixth Book.
2. Arithmetic.
3. Algebra, as far as Quadratic Equations.

1st English Class, in Literature, 12 *Pupils.*

1. Shakespear's Tempest.
2. Warren's Blackstone's Commentaries, to finish it.
3. Richardson's Selections from Thomson.
4. History of England, Keightly, from William 3rd to the end.
5. Smith's Wealth of Nations, 5 Books.
6. Hallam's Constitutional History, from the accession of Charles the 1st to the restoration of Charles the 2nd.
7. Prem Sagur, from page 150 to 250.
8. Drawing and Surveying.

2nd English Class, 10 *Pupils.*

1. Abercrombie's Intellectual Powers, 100 pages.
2. Thomson's Selections.
3. Shakespear's Tempest.
4. History of Greece, S. U. K., from Chapter 8th to 15th inclusive.
5 Wayland's Political Economy, 2nd and 3rd Books.

6. Drawing and Surveying.
7. Prem Sagur, from page 100 to 200.

3rd English Class, 29 *Pupils.*

1. Goldsmith's Citizen of the World, 61 letters.
2. Deserted Village and Traveller.
3. Keightley's History of Greece, part 1st and 2nd to Chapter 5th.
4. Marshman's History of India, 150 pages.
5. Intikhab-i-Dewan, 100 pages.
6. Prem Sagur, from page 100 to 200.

4th English Class, 22 *Pupils.*

1. Marshman's Brief Survey of History, part 1st.
2. Poetical Reader, No. 2, part 1st.
3. Azimgurh Reader, No. 1, 100 pages.
4. Lennie's Grammar.
5. Clift's Geography, the whole.
6. Arithmetic, Reduction, Rule of Three, Vulgar Fractions and Decimals.
7. Intikhab-i-Dewanie, 100 pages.
8. Bytal-Pucheesee, 50 pages.
9. Translation from Oordoo into English and *vice versâ.*
10. Euclid, 1st Book.

5th English Class, 22 *Pupils.*

1. Brief Survey of History, Part 1st.
2. Poetical Reader, No. 1, Chapter 2nd.
3. Wollaston's Grammar, the whole.
4. Clift's Geography, the whole.
5. Arithmetic, as far as the Double Rule of Three, inclusive.
6. Goolistan, to finish it.
7. Translation from Oordoo into English and *vice versâ.*

6th English Class, 20 *Pupils.*

1. Prose Reader, No. 3, to finish it.
2. Ditto, No. 4, the whole.
3. Wollaston's Grammar, the whole.
4. Arithmetic, as far as Single Rule of Three, inclusive.
5. Char Durvesh in Oordoo.
6. Clift's Geography, as far as Asia, inclusive.
7. Translation from English into Oordoo.

7th English Class, 22 *Pupils.*

1. Prose Reader, No. 2, to finish it.
2. Ditto ditto, No. 3, the whole.

3. Woollaston's Grammar, as far as Syntax, inclusive.
4. Arithmetic, as far as Reduction.
5. Goolistan in Oordoo, to finish it.

8th English Class, 21 *Pupils.*

1. Reader, No. 2, the whole.
2. Ditto, No. 3, half.
3. Arithmetic, as far as Simple Division.
4. Wollaston's Grammar, as far as Etymology, inclusive.
5. Moofeed Subeean in Oordoo.

9th English Class, 21 *Pupils.*

1. Prose Reader, No. 1.
2. Spelling Book, No. 1.
3. Ditto, ditto.

10th English Class, 21 *Pupils.*

1. English Spelling Book, No. 1.
2. Ditto ditto, in Oordoo.

Course of Study proposed to be followed in the Oriental Department of the Dehlie College, during the year 1852.

1st Arabic Class, 5 *Pupils.*

1. Dururi Mukhtar, from page 282 to 418.
2. Sharah Sullum Moulumi Humdoolla, to Bash-ki-yashk.
3. Hamasa, 2 Chapters.
4. Tareekh Yamini, from page 108 to 242.
5. Prem Sagur, from page 200 to 300.

2nd Arabic Class, 5 *Pupils.*

1. Hidaya, from Kitabool Buzoo to 124 pages.
2. Dewan Mootnubba, from beginning, 100 pages.
3. Moorool Unwar, ditto ditto, 100 pages.
4. Prem Sagur, from page 200 to 300.

2nd Arabic Class, 2nd Division, 8 *Pupils.*

1. Shurah Wakaya, from beginning, 100 pages.
2. Shushi, whole.
3. Tymooree, 200 pages.

3rd Arabic Class, 1st Division, 4 *Pupils*

1. Kudooree, 1st half.
2. Quthee Tusawurat, whole.

3. Mukamat Hureeree, 1st half.
4. Mukamat Hindee for new students.
5. Prem Sagur, from page 100 to 150.

3rd Arabic Class, 2nd Division, 3 Pupils.

1. Hidayet-ool Nureh, the whole.
2. Kafiyah, to Munsoobat.
3. Muntakhabat Arabie, 1st half.
4. Bytal Pucheesee, 1st half.

3rd Arabic Class, 3rd Division, 4 Pupils.

1. Dustoor-ul Moobtadee, the whole.
2. Nanh Meer, ditto.
3. Muhta amil, ditto.

3rd Arabic Class, 4th Division, 2 Pupils.

1. Mezan, the whole.
2. Munshir, the whole.
3. Surf Meer, the whole.

1st Shea Class, 1 Pupil.

1. Shurah Sullum Humdoolla Bash-ki-yashk.
2. Shurah Looma, 100 pages
3. Dewan Hamasa, 2 chapters.
4. Tareekh Yamini, from page 10 to 242.
5. Prem Sagur, from page 200 to 300.

1st Shea Class, 2nd Division, 6 Pupils.

1. Shraya-ul Islam, from page 311 to 408.
2. Mootnubbee, 100 pages.
3. Tuhaib-ool Vusool, 1st half.
4. Prem Sagur, from page 200 to 300.

2nd Shea Class, 1 Pupil.

1. Shurah Moola, from Bash Fail to the end.
2. Nufhatool Yamun, 100 pages.
3. Isagooje, the whole.
4. Kaluakool, the whole.

2nd Shea Class, 2nd Division, 3 Pupils.

1. Surf Meer, the whole.
2. Dustoor-ool Moobtadee, the whole.
3. Naoh Meer, the whole.
4. Matamil, the whole.

1st Persian Class, 2 *Pupils.*

1. Hidaya Kool Balagut Sewae Moodmookee tamam.
2. Mirza Budil, 1st Nusoor, the whole.
3. Tohfatool Erakyn, the whole.
4. Prem Sagur, from page 100 to 200.

1st Persian Class, 2nd Division, 13 *Pupils.*

1. Shush Fatah, the whole.
2. Ukhlaq Julalee, the whole.
3. Mukhzun Usrar, the whole.

2nd Persian Class, 8 *Pupils.*

1. Tahir wahid to Usturlab.
2. Zuheera Tufrushee, the whole.
3. Kusayud Urfee, the whole.
4. Prem Sagur, 50 pages.

2nd Persian Class, 2nd Division, 4 *Pupils.*

1. Meena Bazar, the whole.
2. Punj Rooka, the whole.
3. Sunasur Zuhooree, the whole.
4. Bytal Pucheesee, to finish it.

3rd Persian Class, 11 *Pupils.*

1. Musnavee Ghaneemut.
2. Insha Bahar Uzm.

3rd Persian Class, 2nd Division, 10 *Pupils.*

1. Gulistan, to 5 chapters.

1st Sanscrit Class, 1 *Pupil.*

1. Siddhant Kaumudie Kurdunt, whole.
2. Bhutti Kan, from 5th chapter to the end of 7th.
3. Mitak Shara Sakshi to Pirkurn.
4. History of the Moghul Empire, to finish it.

2nd Sanscrit Class, 7 *Pupils.*

1. Siddhant Kaumudie from Hubint Pumlem to Obhasumas.
2. Ummur Koosh, 2nd chapter, whole.
3. Hitopdesh, 2nd chapter.
4. Rughoovuns, from chapter 6th to the end of chapter 9th.
5. Moofeed Soobeean, to finish it.

"The class generally answered questions on the Geography of Europe and Asia correctly, and were found well acquainted with the position on the Map of the principal Towns, Mountains, Rivers, &c. of these divisions of the world.

"In Astronomy both divisions have read carefully a considerable portion of the "Muftahul Iflak," and as far as I can judge on a subject with which I am but little acquainted, they seem to understand something of what they have been studying.

"They have also read Fink's Mechanics, but their answers on this subject gave me the idea that they had learned more by rote than from the understanding; and without apparatus to illustrate their studies by experiments, it is hardly to be expected that they should fully comprehend the subject treated of.

"A very marked improvement has taken place during the year in the Arithmetic of this class, but it is still less creditable to the Teachers than the department of Literature Proper; the boys have advanced as far as Vulgar Fractions, but some errors were found in sums set them in the Rule of Three, extraction of the square root and fractions, although the sums were far from difficult; the answers of the pupils of the 1st Division were generally correct, the deficiency was observed in the pupils of the 2nd Division.

"Geometry is I think the least satisfactory branch of the studies of this class; they profess to have advanced only as far as the 30th proposition of the 1st Book of Euclid, but the pupils of the 2nd Division do not seem to understand what they have evidently tried hard to learn by rote, and consequently their demonstrations of the theorems given them were extremely lame, where they did not altogether break down. Considering the little progress made in this branch of study, the utility of continuing it in the precis, seems to me questionable. The two young men of the 1st Division however were far ahead of the 2nd Division in Geometry.

"Both divisions of the 1st Class composed short Essays in Persian and Oordoo, and translated from Oordoo into Persian and *vice versâ*, on the whole in a creditable manner; in style, both in translating and composing, I think Ram Chund considerably outshone Bhowani Pershad, although the exercises of the latter contained but few errors. The exercises of the pupils of the 2nd Division, although evincing less practice than those of the two abovenamed, were creditable to them, especially those of Kirat Singh and Parmanand; the penmanship also of this class was good.

"The remarks above detailed with regard to the first apply in a great measure to the examination of the 2nd Class, as far as regards pro-

ficiency in the literary and comparative deficiency in the scientific branches of study; but the pupils of this class, nine in number, are, relatively to one another, much less equal in point of acquirements than those of the 1st Class; there is a very marked difference between the proficiency in all their studies observable in favor of the first five lads on the list over the remaining four.

"The lads were examined in the Insha Khalifa and Bostan in Persian, and Hatim Tae in Oordoo, and this part of the examination, as well as that in Grammar, both Oordoo and Persian, was on the whole very creditable.

"The examination in Geography was confined to Asia, and the class generally displayed a satisfactory acquaintance with the subject, both as to answering questions and pointing out the positions of places on the map.

"The remarks recorded with regard to Astronomy and Mechanics in the first, apply equally to this class, although it must be observed that they have read but the very commencement of the two class-books in use. The remarks made with regard to the Arithmetic of the 1st Class, will apply to this class as well, although they have advanced as far as Simple Division only; a good many errors were found in the calculation of the simple sums set for solution.

"In composing short Essays in both languages, and translating from Oordoo into Persian and *vice versâ*, this class generally made a tolerably creditable appearance; the best Essays given in were those of Mannowar Ali and Luchmun Sing.

"Three of the students of the English Department gave in Essays in Oordoo, two of which, viz. those of Girdharee and Khoman Sing, appeared to me very creditable to them, especially Khoman Sing's, which the Sudder Ameen seemed inclined to think could not have been composed without assistance, although the Head Master assured me it was.

"The examination of the 3rd Persian Class, so far as I assisted in it, was confined to Reading and Grammar, and on the whole the appearance made by the pupils was equally creditable to their instructors with that of the two classes, remarked upon in greater detail.

"In conclusion, I must again put on record the high opinion I entertain of the two Moulvis Gholam Rassul and Abdul Salam; as teachers their learning, which I believe to be considerable, is their last recommendation, for without the unceasing pains, skill and temper which they display in bringing on the very large number of pupils they have to instruct, mere learning would never have placed the Oordoo and

Persian Departments of the Saugor School in the highly satisfactory state in which I think they are proved to be by the late examination."

The Lieutenant-Governor observed with satisfaction that the number of scholars had advanced from 210 to 258, the Oordoo Department had increased from 58 to 90, but it would have been gratifying had the augmentation extended also to the English Department which remained nearly stationary.

His Honor was also glad to notice the increase of the fees from Rs. 353-14-0 to Rs. 600-14-0, and trusted that this was an evidence of the Institution being valued by the inhabitants. The spontaneous contribution of Rs. 711 by the residents of Saugor for the new School house, bore testimony to the same feeling.

These facts added to the anxiety which His Honor had always felt that the Saugor School should be efficient in imparting a sound and useful Education. But there was much in the report of the Head Master, and in the statements of those Gentlemen who had kindly taken part in the examinations, to show that on many important respects the Saugor School was in a backward and unsatisfactory state.

In the English Department, Mr. Rae complained much of the inattention and carelessness of the pupils, and despondingly started a doubt whether the pupils might not be "different from boys in other parts of India." It was also found necessary entirely to discontinue the study of Euclid in the 2nd Division of the 1st Class; as "the "boys did not even try to learn a lesson in it."

The result had indeed been widely different in other parts of the country, where it was found that even in the common Indigenous Schools, the pupils, under the vigorous system of the Visitor General, displayed a faculty for Mathematics, Algebra and Mensuration, equal to, if not exceeding that, usually found to exist in England. The doubt started by Mr. Rae, His Honor remarked, must not for a moment be entertained. The Lieutenant-Governor had not the slightest hesitation in believing that Saugor presented the same scope and material for education, as was found to exist elsewhere. But the difference in result, instead of inducing despondency, should stimulate the Committee to enquire whether there might not be some imperfection in the system of tuition adopted, and whether the energies and abilities of the youths might not, by a more vigorous application of the means at their disposal, be turned to more satisfactory account.

The tenor of the reports, and especially of Mr. Smith's memorandum on the English Essays, gave assurance that in general literature

and power of composition, considerable advances had been made; and it was the more unaccountable in His Honor's opinion that the ability thus manifested in one line of study should be found so entirely wanting in another.

The report of Captain Skene, upon the Vernacular and Persian Classes, pointed directly to a similar conclusion. He lamented that while there was a general proficiency in the literary, there was a "comparative deficiency in the scientific branches of the study," extending not only to Mathematics, but to Mechanics and Arithmetic.

The failure in Mathematics was so great, as to call from Captain Skene the following remarks:—"Considering the little progress made in this branch of study, the utility of continuing it on the precis, seems to me questionable." But the considerations advanced above, led His Honor to an entirely different inference, and to the desire that the study of the exact sciences should be prosecuted with redoubled perseverance.

It occurred to His Honor that some portion of the want of success might be attributable to the popular disrepute into which these sciences might possibly have fallen; and to the fact that the advantage of their attainment might never have been practically and clearly understood by the students. In this view it was important to mention that the Province of Saugor would shortly come under measurement; and that the Revenue Survey would soon begin its operation there. The opportunity should not be lost sight of exhibiting the survey as one of the benefits arising from the study of Geometry. Elsewhere the people had been found able and willing to profit by the exact and detailed survey of their lands, and even competent themselves to carry out the detailed measurement of their fields. But if the inaptitude for such pursuits reported to exist in the Saugor School, was general throughout the Saugor Province, it was to be feared that the people would be ill-prepared to receive the real advantage which the survey was calculated to confer.

The remarks of Captain Browne as to the mode in which the study of History was conducted in the 2nd English Class were deserving of the Committee's consideration. It was important that this subject should be taught with reference to the general information conveyed by historical events, and that the teachers should be discouraged from allowing the pupils to have recourse to "a mere "effort of memory to string together a number of questions and an- "swers, without clearly comprehending the connexion or relation of "one event to another."

In reference to the last paragraph of the Secretary's letter of the 12th February, His Honor had no objection to the offer of two free

admissions to the best students of each Department annually, provided the standard for attainment was fixed sufficiently high. It might however be better to offer four small scholarships of two and four rupees per mensem, in lieu of the above proposal. It must be discouraging to the pupils to find that the English scholarship of eight rupees was still beyond their reach. The standard for the smaller scholarships might be fixed lower.

In reply to the Secretary's letter of 22nd February, His Honor remarked that the monthly fees were at the disposal of the Committee, and might be appropriated as they thought best; but the Government was not bound to continue permanently any increase of salary, which might be granted from this source.

With reference to the Secretary's letter of 17th April, His Honor expressed his approval of the prize list, and desired that the thanks of the Government be communicated to the Gentlemen of the Committee, who had lent their assistance towards the examination.

AJMERE SCHOOL.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION AT AJMERE, AS ON THE 1ST JULY 1853.

NAMES.	DESIGNATION OF OFFICE.
Lieut.-Colonel C. G. Dixon, ..	Commissioner of Ajmere and Mairwara.
H. A. Ebden, Esq., M.D., ..	Surgeon of Rajpootanah Agency, (absent with the Governor-General's Agent.)
Moulvee Mujeed-ood-deen, ..	Senior Sudder Ameen.
C. Buch, Esq., Ph. D., ...	Secretary.

Detailed Statement of Salaries and Establishment of the Ajmere School, and the Ajmere and Mairwara Village School Establishment, on the 1st June 1853.

Department and date of Government Order constituting each Office and Establishment existing on the 1st June 1853.	*Date of the appointment of the individual holding Office.*	*Name of the Individual.*	*Description of service.*	*Amount of salary per mensem.*
Genl. Dept., ...	11th Feby. 1851,	C. Buch, Esq., Ph. D., ..	Superintendent, ...	400 0 0
25th March 1851, ..	..	Ditto ditto, ...	House-ent, ...	50 0 0
5th June 1851, ..	25th March 1851,	Mr. G. Wiggins, ..	Master, ...	300 0 0
26th Sept. 1851, ..	25th March 1851,	Sookhdeo Buksh, ..	Ditto, ...	80 0 0
	25th March 1851,	Ramachurn Mookerjee,	Asst. Junior Teacher, ..	20 0 0
	1st October 1851,	John Triloke, ...	Ditto, ...	20 0 0
	16th Nov. 1852,	M. Mahomed Yakoof, ..	Persian & Oordoo Teacher,	40 0 0
	1st August 1851,	M. Sheikh Neamut-oollah,	Ditto, ...	26 0 0
	1st October 1851,	M. Mahomed Muneer, ..	Ditto, ...	20 0 0
	1th April 1851, ..	P. Devadutta Tevaree,	Sanscrit & Hindee Teacher,	40 0 0
	1th April 1851, ..	P. Rushak Loll, ...	Ditto ditto, ...	26 0 0
	1st October 1851,	P. Mungul Dutt, ...	Ditto ditto, ...	16 0 0
		ESTABLISHMENT.		
			Petty Contingencies, ..	12 0 0
			2 Chuprasees, at 5 Rs. each,	10 0 0
			1 Brahmin, ...	5 0 0
			1 Furrash, ...	4 0 0
			1 Chowkeedar, ...	4 0 0
			1 Sweeper, ...	3 0 0
			16 Scholarships, ...	90 0 0
		VILLAGE SCHOOL ESTABLISHMENT.		
1st Sept. 1851, ..	Jugul Kishore, ..		Pergunnah Visitor, ...	30 0 0
17th July 1852, ..	P. Ramdeal Tevaree,		Ditto ditto, ...	30 0 0
			9 Village School Teachers,	44 0 0
			Total ..	1270 0 0

Statement of the Number, Caste, &c. of the Students of the Ajmere Institution, on the 1st July 1853.

Statement showing the number of Students who pay or who do not pay, and the amount realized.			*Statement showing the Number of Students studying each of the languages taught on the 1st July 1853.*								*Statement showing the number of caste of Students on the 1st July 1853.*						
Non-Paying.	Paying.	Amount realized from the 1st March 1852 to the 30th June 1853.	English.				Persian and Oordoo.	Sanscrit and Hindee.	Hindee.	Total.	Christians.	Mahomedans.	Hindoos.				Total.
			English and Persian.	English and Hindee.	English only.	Total.							Brahmans.	Kaiths.	Buneeahs.	Other Castes.	Total.	
		Rs. A. P.																
37	193	586 14 0	43	17	17	77	94	21	38	230	0	44	50	51	58	27	186	230

Comparative Statement of amount of Fees realized in the Ajmere Institution, during the first six months in the year 1852, and the corresponding months in the year 1853.

Name of Month.	Amount of Fees Realized in the year 1852.			Amount of Fees Realized in the year 1853.		
January, ...	28	11	0	33	1	0
February, ...	33	0	0	43	3	0
March, ...	31	3	0	46	10	0
April, ...	33	13	0	45	0	0
May, ...	34	0	0	46	11	0
June, ...	31	13	0	45	12	0

List of Scholarships in the Ajmere Government School, for the year 1853.

I.—English Department.

1. Radha Bullab,	10	0	0
2. Choga Lall,	8	0	0
3. Mahommud Buksh,	8	0	0
4. Jeet Mull,	6	0	0
5. Luchman Dass,	5	0	0
6. Byjnath,	5	0	0
7. Ajoudhya Pershad,	4	0	0
8. Lukhmee Chund,	4	0	0
Total,	50	0	0

II.—Persian Department.

1. Alif Khan,	6	0	0
2. Jamal-ood-deen,	5	0	0
3. Munnoo Lall,	5	0	0
4. Ram Nath,	4	0	0
Total,	20	0	0

III.—Sanscrit Department.

1. Sheo Narain,	6	0	0
2. Ram Roop Misr,	5	0	0
3. Jugal Kishore,	5	0	0
4. Pushkar Dass,	4	0	0
Total,	20	0	0

Local Receipts and Disbursements of the Ajmere School, from the 1st April 1852 *to* 31*st March* 1853.

Resources of Income.			Actual Charges during the Year.			
Establishment fixed by Government.	*Tuition Fees.*	Total.*	*Nature of Charges.*	*Items.*		Total
14440 0 0	416 4 0	14856 4 0	Superintendent,	5400	0 0	
			English Teachers,	4650	0 0	
* Exclusive of the following Items:—			Vernacular Ditto,	1878	5 3	
			Scholarships,	680	0 0	
			Servants,	212	0 0	
Balance of last year,		115 15 6	Fixed Contingencies,	144	0 0	
Contingencies,		485 14 5	Contingencies,	485	14 5	
Prize Allowance,		96 0 0	Prize Allowance,	96	0 0	
Books sold,		163 9 1	Books purchased,	422	15 4	
			Paid for Benches, Book, Cases, &c.,	76	6 0	
Total,		861 7 0	Postages,	21	14 0	
						14067 7 0

AJMERE SCHOOL.

The following is the substance of the Superintendent's Report:—

From the annexed Statement it will appear that the number of boys who attended the school was not quite so large as it was in the earlier part of the year 1852, but whilst there had been a decrease in number, there had been a considerable increase in the amount of fees paid by the boys. The total of fees collected in February 1852 was Rs. 33, whereas in the same month of the present year the sum of Rs. 43-3-0 had been collected. Very few, if any, of the boys of upper classes of each of the three Departments, had left, and when such had been the case, it was owing to the removal of their parents or relatives. The decrease was confined chiefly to the lower divisions of the Hindee Department. There was an apparent decrease of boys in the English Department, but this was owing chiefly to the Superintendent having been compelled to discontinue the Anglo-Vernacular Class, which he had formed in 1852. He felt very great reluctance in abandoning a part of his work, in which he was considerably encouraged by the numerous attendance, no less than by the rapid progress many of the boys had made. But as he was daily engaged for four hours in instructing the scholars of the 1st English Class, he found it impossible to keep up the Anglo-Vernacular Class.

With the exception of the three months of September, October and November, the daily attendance of the scholars had during the year 1852 been very regular and encouraging. In the said three months, many boys were suffering from fever, which was then prevalent in Ajmere. But during the remainder of the year the average daily attendance had exceeded 200. Few boys ventured to absent themselves without applying for leave, as in more than one case the Superintendent had expelled boys who had been repeatedly warned not to absent themselves without giving proper information to their teachers. During the past year, the Superintendent had also been enabled to establish and to maintain proper discipline in the school. The conduct of the boys was on the whole very orderly. Occasional complaints were made, but they almost always arose out of circumstances which had happened after the boys had left the school compound. If one boy had a complaint against another, he first informed his teacher, who again reported the case to the Superintendent. If punishment was considered necessary, the Superintendent inflicted it himself. He never allowed a single teacher to punish a boy of his own authority. Corporal punishment had been resorted to only in very extreme cases, and generally with the knowledge, and at the request of, the parents. The majority of the scholars had applied themselves to their studies in the most praiseworthy manner, and the progress made by all the classes was most satisfactory.

In the latter part of the past year, the school was deprived of the very valuable services of Moulvee Mahommud Muzhur, the Head

Persian Teacher, who had been appointed Professor of Arabic in the Agra College. He had been succeeded by Moulvee Mahommud Yakoob, late a pupil of the Dehlie College, who had been strongly recommended by the Principal of the Dehlie College, and who has hitherto given considerable satisfaction.

The Second Annual Examination commenced on the 13th of November, and lasted till the 23rd of December. The examination of the English Department was conducted entirely by the Superintendent. In the Vernacular Departments he was assisted by the 2nd English Master, the Head and 2nd Persian Teachers, and the Head Sanscrit Teacher. The said Teachers examined the written answers of the boys, whilst the *vivâ voce* examination was conducted by the Superintendent himself. On the 18th of December, the school was examined by Col. Low, C. B., President of the Local Committee, whose report is appended.

The scholars of the 1st English Class were examined in translations from Oordoo into English, History, English Grammar, Geometry, Algebra and Geography. The practice of translating from Oordoo into English had been only recently introduced in the Ajmere School. It was in July 1852 that the Superintendent directed the Teacher of the 1st English Class to give his boys frequent exercises in translation from Oordoo into English. During the months of October and November, these translations were corrected by the Superintendent himself. When he found that the majority of the boys were unacquainted with Oordoo Grammar, he began at once to read Oordoo Grammar with them. After the boys had acquired a general knowledge of the Oordoo Grammar, the Superintendent selected every second day one or more of the tales contained in the latter half of the Oordoo Reader No. 1 (C. S. B. S.) for translation into English. The boys were required first to arrange every Oordoo sentence according to the rules of English Syntax, and then to attempt a *vivâ voce* translation. The Superintendent gave them the proper meaning of the most difficult words after which they were directed to prepare a complete translation at home. The tale selected for translation at the Annual Examination was No. 91 in Oordoo Reader No. I., part 4. The boys had to prepare their translations without the aid of a vocabulary, the only assistance they received, consisted in their being informed of the proper rendering of such words as were new to them. The number assigned to Radha Bullub, the best boy, was 39 (out of 50); to the second boy 34. Since the re-opening of the school on the 1st February last, the Superintendent had not only continued this practice in his own, the 1st English Class, but he had also directed the Teachers of the 2nd and 3rd Classes to exercise their scholars in like manner in written English translations. In one or two months he hoped he would be able to put the Oordoo translation of Marshman's History of India into the hands of his boys for translation into English.

In History, the boys had finished the first part of Marshman's Brief Survey. They underwent both a written and a *vivâ voce* examination. At the former, the Superintendent gave them a number of questions (eleven) taken from the Life of Alexander the Great, to which they had to return answers in writing. The answers of four of the boys (out of seven) were highly satisfactory; the numbers assigned to them were 49, 48, 45, and 43. The *vivâ voce* examination which took place somewhat later, consisted in the reading, translating, and explaining of various portions of the History of Rome. The numbers awarded to the best four boys were 49, 48, 48, 48. They are now studying the History of England (Chambers' Educational Course) with the Superintendent. In Grammar, the boys had, in October 1852, re-commenced Syntax with the Superintendent. The result of the examination was very satisfactory, considering the short space of time during which they had studied Syntax. In Geometry, they had read the First Book of Euclid. At the examination they were required to demonstrate (in writing) the 7th, 21st, and 32nd Propositions, (Book I.) and to solve three problems which were new to them. The answers of three of the boys show that they thoroughly understood what they had studied. Radha Bullub (to whom number 45 was awarded) had also solved two of the problems. Choga Lall, who came next, had attempted to solve the third problem also, but as he had not explained himself so correctly as the first mentioned scholar, number 40 had been assigned to him. The boys of this class were reading the 2nd Book of Euclid, and the Superintendent intended to carry them through the 2nd, 3rd and 4th Books in the course of the present year. In Arithmetic and Algebra, the boys had, in the earlier half of the year, been instructed; in Compound Rule of Three, Fractions, Partnership, &c. in the latter half; in Algebra, as far as Fractions. At the examination they had to answer 11 questions in Addition, Subtraction, Multiplication and Division, of Algebraical magnitudes. The answers of Radha Bullub and Jeet Mull were wholly correct; one boy had made two, and another three slight mistakes. The numbers assigned to the remaining two were 39 and 35. And lastly, in Geography, they were examined in the Geography of Asia and Europe. Their answers were very satisfactory; the numbers awarded 50, 48, 48, 48, 42, 42, 40. They had lately commenced the Geography of India, according to Ewart's Geography. The 1st English Class was composed of six boys, who study daily for four hours English with the Superintendent. The remainder of their time they devote to the study of Oordoo and Persian. Though they had been only twenty months in the Institution, they were sufficiently advanced to carry on their studies, chiefly through the medium of the English language. As far as possible the Superintendent endeavored to give all his explanations in English; he had recourse to the Vernacular only when he found that the boys could not understand him.

The scholars of the 2nd English Class were examined in Prose Reader No. IV., Poetical Reader No. I, Grammar, Arithmetic and

Geography. The result of the examination was on the whole highly satisfactory. The majority of the boys read and translated well, and evidently understood what they had read. The questions in Spelling and Parsing were very correctly answered. Ajoudhya Prosaud, the head boy of this class, commenced English only in November 1851. From November 1851 to November 1852; he had read Prose Reader No. I., No. II., and about one-half of No IV.; he had also read a considerable portion of Poetical Reader No I., and had studied Grammar, Geography and Arithmetic. He was at the same time one of the best Persian Scholars in the Institution. His brother Bunsee Dhur, who was about three years younger, had hitherto been able to pursue the same studies; he was not quite so promising a lad, but he too had made most creditable progress. The greater number of the boys of this class exhibited a very fair knowledge of English Grammar. In Arithmetic they had to answer 12 questions in Compound Addition, Subtraction, Multiplication, Division, Single Rule of Three, Inverse Rule of Three, and Compound Rule of Three. Ajoudhya Prosaud made one slight mistake; the other numbers awarded were 48, 47, 47, 45, &c. Not one of the boys of this class possessed any knowledge of Arithmetic, when they entered the Institution in the year 1851. In Geography, they were examined in the Geography of Asia, Hindustan and Europe. They were well acquainted with the Maps of these countries, and answered most questions respecting the meaning of what they had learnt, correctly. The two lowest scholarships of Rs. 4 each had been awarded to two boys of this class, viz. Ajoudhya Prosaud and Lakhmee Chund. The 2nd English Class is now in charge of Mr. Wiggins, the 1st Master. The boys were studying Marshman's Brief Survey, Part I.; they had commenced the 1st Book of Euclid, and would shortly commence Algebra. Like the scholars of the 1st English Class, they had every second day to prepare an Oordoo-English Translation.

The scholars of the 3rd English Class were examined in Prose Reader Nos. I. and II., in Grammar, Arithmetic and Geography. The lowest (4th) Division of this class had only lately commenced English. Sooja, the boy who was mentioned in last year's report as the best Hindee scholar, was the best boy in this Division. He read and translated very well, though his pronunciation was somewhat defective. He was however rapidly improving in this respect, and would no doubt become one of the best scholars in both the English and Vernacular Departments. He was also very clever in Arithmetic. Next to him, in the 4th Division, came Hazaree Mul, who had, like Sooja, been a scholar in the Hindee Department. The boys of the 3rd Division passed a less satisfactory examination. But in the two highest Divisions there were some very promising lads. Abdul Rezak, in the 2nd Division, gave equal satisfaction in the English and Persian Departments. Kanya Mul was the head boy in the 1st Division. The pronunciation of most of the boys was very good; they had been taught

by a native of Bengal; they were well acquainted with the meanings of English words, and parsed with great facility. They had lately commenced Geography. In Arithmetic they were examined in Enumeration, Addition, Subtraction, Multiplication and Division. The 1st and 2nd Divisions of this Class, together with some of the boys of the former 2nd Class, now form the 3rd English Class under Sookhdeo Buksh, the 2nd English Master.

The 4th, now 5th English Class, was composed of those boys who began English. The scholars of this class were examined in English Spelling Book and the Elements of Arithmetic. The Reading and Spelling of the boys showed that their teacher must have taken considerable pains with them.

In the Persian Department the examination was conducted by the head and 2nd Persian Teachers, by the 2nd English Master and the Superintendent. The Principal Sudder Ameen, who had taken part in the first annual examination, was away on leave of absence. The Head Persian Teacher, who joined his appointment a few days after the beginning of the examination, examined the Oordoo-Persian and Persian-Oordoo translations of the 1st and 2nd Persian Classes; the 2nd Moulvee examined those of the 3rd Class. The Mathematical papers of the two higher classes were examined by Sookhdeo Buksh, the 2nd English Master. The Superintendent examined the boys of the three classes in various text books.

In the 1st Persian Class, a portion of Anvar Sohali, which the boys had not read before, was selected for translation from Persian into Oordoo. The subject for translation from Oordoo into Persian was taken from the Bagh-o-Bahar. The head Persian Teacher spoke very favorably of both the Persian and Oordoo translations. The numbers awarded to the four best boys were 50, 50, 47 and 45 for Oordoo-Persian, 50, 50, 49, 49 for Persian-Oordoo translation. In Geometry, the boys comprising the 1st Division had to demonstrate two propositions of the 2nd Book of Euclid; the Superintendent gave them also three problems founded upon Book 1. Alif Khan who was at the head of his class, was the only boy who solved one of the problems. His demonstration of the said two propositions was very neat and accurate. The boys of the 2nd Division, who had only lately commenced Geometry, were required to demonstrate the 5th, 7th and 8th propositions of the 1st Book. In Arithmetic, the boys of the 1st Division were examined in Compound Addition, Subtraction, Multiplication and Division; in Rule of Three and Fractions. The numbers awarded to Alif Khan and Ramnath, the two best boys in Arithmetic, were 42 and 30. The boys of the 2nd Division had to answer questions in Division, Compound Addition, and Subtraction. Their papers were comparatively better than those of the higher division, the highest numbers awarded being 47, 45 and 43. And finally, the boys of the upper division read and translated Anwar Soheli

and Bagh-o-Bahar, those of the lower, Bostan and Bagh-o-Bahar, before the Superintendent; he also examined them in Oordoo Grammar. Alif Khan, Mahomed Buksh, the latter a scholarship-holder in the English Department, and Jamal-ood-deen, had made very considerable progress, both in reading and translation. Mannoo Lall, who had been lately admitted, did not read quite so fluently, but he was a very industrious boy, and one of the most promising scholars in the Persian Department. He gave equally great satisfaction when he was a scholar of the Anglo-Vernacular Class. In the lower division, Jye Lall took the first place; he had carried off the highest prize in almost every branch. As a scholar of the Anglo-Vernacular Class, he distinguished himself by application, no less than by quickness. On the whole, the boys of this class read well, and the more advanced scholars of both divisions translated very creditably.

The Oordoo examination was very satisfactory; the boys not only read very fluently and correctly, but it was also evident from the questions which were put to them that they understood what they had read. They were well acquainted with the tenses and moods of the Oordoo verbs. On the whole they had made very creditable progress in Oordoo; most of them could not even read it when they entered the Institution. The boys of the upper division were studying Euclid, Book III., Algebra, Geography, Marshman's History of India, and Anwar Soheli, twice or three times a week; they also prepared written Persian-Oordoo translations. Those of the lower division read Euclid, Book I., Arithmetic, Insha Madhuram and Bagh-o-Bahar.

The most advanced scholars of the 2*nd* Persian Class had to translate some portion of Gulistan into Oordoo, and part of Oordoo Reader No. III. into Persian. Their papers were examined by the Head Moulvee, who reported favorably on the condition of the class. The different divisions of this class were examined by the Superintendent in Gulistan, Bostan, Dustoor Sibian, Dozar, Karima, and Oordoo. The result of the examination showed that the 2nd Moulvee was a very deserving Teacher.

The scholars of the 3rd Persian Class were examined in Gulistan, Dustoor Sibian, Dozar, Karima, and Oordoo Reader No. I. Both the reading and translation of Gulistan were satisfactory.

The scholars of the 1st Sanscrit and Hindee Class, had during the past year studied Sidhaunt Kaumdi, Laghu Kaumdi, Raghuvuns, Ramayan, Premsagur, Hindee Grammar, and Lilavti. Since the month of July, they had also been in the habit of preparing written translations from Sanscrit into Hindee. The examination papers were examined by the Head Pundit and the 2nd English Master. They also passed a *vivâ voce* examination in the above text books before the Superintendent. Copies of the questions in Sidhaunt Kaumdi, La-

ghu. Kaumdi, Raghuvuns and Hindee Grammar, together with the answers of the best boys are appended.* In Lilavati, the boys were examined in Simple and Compound Rule of Three, in Involution, Evolution and Equations. Their Mathematical papers were less satisfactory than those in other branches. The highest numbers awarded by the 2nd Master were, in the 1st Division, 28 and 27, in the 2nd Division 42, 40 and 36. In the *vivâ voce* examination the boys acquitted themselves on the whole very well; Sheonarain, who was at the head of his class, manifested a thorough acquaintance with those portions of Hindee and Sanscrit Grammar which he had hitherto studied. He translated portions of Raghuvuns with great ease and correctness. In the Anglo-Vernacular Class he was the best among those who had joined from the Hindee Department. His knowledge of Arithmetic, however, was imperfect. The second scholarship had been awarded to Ram Roop Misr, who was the head boy last year, on account of his general proficiency and industry. He had been ill for a long time, so that he could attend only on two or three days of the examination. In the Anglo-Vernacular Class too he had given much satisfaction.

The boys of the 2nd Hindee Class were examined by the Superintendent in Premsagur, Singhason Battisi, Baital Pachesee, Rajniti, and Hindee Grammar. Their Mathematical papers were examined by the 2nd English Master. Amongst the six boys, who during the past year had read Premsagur, Rajniti and Hindee Grammar, Sooja, who has already been mentioned in connexion with the English Department, ranked highest. In Hindee Grammar he answered every question very satisfactorily. Hazaree Mull, who also read English, was little inferior to Sooja. The other boys of this Division had not commenced English. The boys composing the 1st Division of the 2nd Hindee Class were reading Marshman's History of India in Hindee, and would shortly commence Geography. Amongst the other boys about eight were examined in Baital Pachesee; they gave a very intelligible account of what they had read, and were well acquainted with the meanings of the most difficult words. The remainder were examined in Singhason Battisi, Reader No. I., and several Elementary Books. In Arithmetic, they were examined in Multiplication, Division, Rule of Three and Evolution. In the 1st Division the highest number awarded was 31, in the 2nd Division it was 32.

The scholars of the 3rd Hindee Class had read less than those of the 2nd Class, but they were more advanced in Arithmetic. The 1st Division was examined in Simple and Compound Rule of Three, in Fractions, in Involution and Evolution. The answers of Budhanund and Sooja, the boy already mentioned, were the best, the numbers awarded to them being 41 and 40. The 2nd Division answered questions in Simple and Compound Rule of Three and Involution.

* Not printed.

Kishory Mull, the head boy, had No. 37 awarded to him. The Superintendent examined this Class in Singhason Battisi, Baital Pachesee, Rajniti, and Reader No. 1. As most of the boys had been only a short time in the Institution, they read still imperfectly.

In conclusion, the Superintendent stated that the 2nd Annual Examination not only embraced a far wider range of subjects than the first, but also occupied much more time, and was far more searching and minute. It is no doubt much to be regretted that the examination of the Persian Department could not be superintended by the Principal Sudder Ameen; but the Superintendent felt inclined to think that on the whole the above report fairly represented the present state of the Persian Department. He also begged to express the hope, that considering the short space of time which had elapsed between the establishment of the School and the 2nd Annual Examination, from the 1st June 1851 to the middle of November 1852, the result of the examination would be thought a satisfactory one. Much more could have been accomplished, if the boys had possessed a greater amount of preparatory knowledge. But the great majority of the boys, especially in the English Department, were at the time of their admission into the Institution, ignorant not only of the English language, but also of the very elements of the Vernacular tongue.

On the 10th March, the School was visited by Sir Henry Lawrence, Governor General's Agent, whose report is annexed.

Minute by Colonel Low, President of the Ajmere Local Committee of Public Instruction, dated Ajmere, the 18th December 1852.

1*st*. Having this day presided at a Public Examination held in the Ajmere Government School, under the management of Dr. Cael Buch, Superintendent, I have the honor to record as follows:—

The boys of the 1*st English Class* were examined in translation from Oordoo into English, and in Algebra, and in Geometry. The piece selected for translation was taken from the Oordoo Reader No. I. They were first made to arrange every sentence in the original according to the English order, and then to translate it. In this they have been practised, I understand, for the last two months. In Geometry they had to demonstrate three problems in Euclid, Book I. In Algebra they were examined in Multiplication and Division. The various questions put to them were correctly and easily answered. The boys of this class were somewhat acquainted with English when they entered the school, but they were ignorant at that time of Arithmetic, Geometry, Algebra and History.

2nd. The scholars of the *2nd English Class* were examined in Poetical Reader No. I., in Grammar and Geography. Ajoodhea Pershad, the best boy of this class, and several others, commenced English only twelve months ago. They have since read Prose Reader No. II., about one-half of Prose Reader No. IV., and about as much of Poetical Reader No. I.; Grammar as far as Syntax, the Geography of Asia, and Arithmetic as far as Compound Proportion.

3rd. The boys of the *3rd English Class* were examined in Prose Reader No. II., viz. in Reading, Translating and Spelling. Many of the boys of this class have only lately commenced English.

4th. The boys of the *4th English Class* were examined in the English Spelling Book: they read, translated and spelt correctly.

5th. The scholars of the *1st Persian Class* answered questions in the 2nd Book of Euclid, and in Compound Proportion; they translated portions of Anwar Soheli and Bostan into Oordoo, and read some pages in Bagh-o-Bahar, after which they were required to give an account of what they had read. The boys of this class have commenced Arithmetic, Geometry, Grammar, and Oordoo, since they entered the Institution. They have made very considerable progress in Persian.

6th. The scholars of the *2nd Persian Class* read Gulistan and Oordoo Reader No. III. They have lately commenced Arithmetic.

7th. A few boys in the *3rd Persian Class* read and translated Gulistan.

8th. The scholars of the *1st Sanscrit Class* read and translated (into Hindee) some pages in Ramayan, and read or gave an account of some pages in Premsagur. They also extracted some Square Roots and Cube Roots.

9th. The boys of the *2nd Hindee Class* read portions of Singhason Battisi, Rajniti and Baital Pachesee. They also answered a number of questions in Hindee Grammar.

10th. The examination above sketched lasted nearly four hours, and I have much satisfaction in recording that in my opinion the progress which has been made in all Departments of the School, since January of this year, when I last visited it, is highly creditable both to the teachers and the taught; and particularly so to Dr. Buch, who, as Superintendent, is charged with the principal anxieties, responsibility and difficulties of managing the whole Institution.

11*th*. It is quite evident to me that Dr. Buch and his staff have not only been very zealous and careful in the performance of their duties, but that they have been successful in an unusual degree in the extent of general knowledge which has been imparted to the students, and especially so to those in the higher classes. The accuracy with which many of the boys demonstrated problems from Euclid, both in English and in their own language, struck me as being uncommon, and showed that they had not merely learnt their lessons by rote, but that they thoroughly understood the truths which they were called upon to prove.

12*th*. It also gave me much satisfaction to perceive that great attention must have been paid since I last visited the school, to the improvement of the scholars in the knowledge of the Vernacular languages, which was clearly proved by the accurate spelling of words (suited to their respective ages) on the part of the boys generally, by their correct answers to questions in Grammar, and by the excellent translations made from English into Oordoo by the boys of the English Classes.

13*th*. Finally, I can truly say that the sound knowledge of various sorts which has been acquired by the students of the higher classes equally surprized and pleased me, and had the same effect on the minds of Dr. Ebden, the Surgeon of the Rajpootanah Agency, and Lieutenant Dick, of the Bombay Cavalry, who were present along with me at the examination of the School on this occasion.

Opinions of Sir Henry Lawrence and Colonel G. Lawrence, expressed at the Examination of the Ajmere School.

On the 11th instant, I passed 2½ hours in the Ajmere School, during which time I heard some boys in each class read, and examined each individual of the two 1st Classes. All the boys seemed quite to understand what they read, both in English and in the Oriental languages. In no instance did they fail to explain the meaning of English words that I asked them.

Two problems of Euclid were correctly demonstrated in English, and one in Hindoostanee, each by one of three boys. A question in Compound Proportion was solved by one boy, and several boys answered off-hand questions in Division of Fractions.

The 1st Class appeared well acquainted with the Geography of Asia, and several of the boys readily pointed out the names of places as they were called out.

I wished to have deferred an opinion on the School until I could pay it a second visit, but as the Superintendent desires to attach what I have to say to his report, and wishes to send off the latter at once, I will not detain it.

Considering the short time the School has been established, the boys have made great progress, and do great credit to the Superintendent and his Assistants.

(Signed) HENRY LAWRENCE, *A. G. G.*

Ajmere, 14th March, 1853.

I visited the School again this morning, and went round the Classes with Colonel G. Lawrence, unaccompanied by any of the Masters; I was well pleased with what I saw and heard.

(Signed) HENRY LAWRENCE, *A. G. G.*

Ajmere, 18th March, 1853.

I accompanied my brother on the above occasions, and was much pleased with all I saw and heard. The progress of the boys is very creditable to the Professor and Masters.

(Signed) G. LAWRENCE, *Lieut.-Col.,*
Political Agent, Meywar.

Ajmere, the 18th March, 1853.

Minute by Colonel C. G. Dixon, Member Local Committee of Public Instruction.

I have not had the advantage of being present at either of the Annual Examinations which took place during my absence from Ajmere. But I have frequently visited the School, and on some occasions have examined the scholars. The impression on my mind formed on these several visits is that the fullest expectation has been realized up to this time; that the progress of the School is exceedingly satisfactory, and that great credit is due to Dr. Buch, upon whom the *onus* of the undertaking rested, and to his Assistants, European and Native. These sentiments were duly communicated on the occasion of the distribution of the Scholarships and Prizes which was made by me on the 20th instant.

Ajmere, 23rd March, 1853.

Minute by Dr. Henry A. Ebden, M. D., Assistant Surgeon, Rajpootanah Agency.

I was present at the general examination of the boys of the Ajmere School on the 10th instant, and was much gratified in it. The lads, generally, with hardly an exception, appeared to thoroughly understand what they had learnt, and to be really interested in the subjects in which they were examined. So far as I am able to judge in the matter, I consider their progress highly creditable to all those who have, for the last fifteen months, been engaged in the management of the School; and I have no doubt but that the Institution will continue now to progress very satisfactorily under the care of its present Masters and Teachers, all of whom appear very zealous.

Ajmere, 14th March, 1853.

In reply to the Local Committee's letter, the Honorable the Lieutenant-Governor expressed his satisfaction with the general results of the examination, and his gratification at the very favorable opinion of the Institution expressed by Sir H. M. Lawrence, and by Colonel Low, and the other Members of the Committee.

The numbers had decreased in the present year to 216, compared with 270 in the previous season. But as the amount of fees had risen by nearly one-third, * it might be presumed that the class of pupils who now attended attached greater value to the Institution, and were more likely to profit by their studies.

February 1852 Rs. 33.
February 1853 Rs. 43-3.

The Lieutenant-Governor regretted to observe that the "Anglo-Vernacular Class" had been discontinued, as the combined study indicated by the appellation was one of the most likely to be beneficial to the native scholar. It might be gathered however from the Committee's Report that the English Classes were still exercised in translations to and from the vernacular; and it was hoped therefore that the advantages of an Anglo-Vernacular course were still available to the English students.

The Lieutenant-Governor noted with approbation that the regularity of attendance had increased, and that the general discipline of the school had improved.

The progress of the classes as reported in the remainder of the Superintendent's letter was upon the whole satisfactory. The instances in which, as in the case of Ajoodhea Pershad of the 2nd English Class, proficiency had been attained both in the Vernacular and in

English studies, were encouraging, and it was hoped they would increase. The advantages to be gained by a simultaneous attention both to Occidental and Oriental learning were so great that His Honor would be prepared to grant the reward of a higher scholarship than usual on that account, should the Committee on any future occasion deem it advisable to propose such a measure.

English Department, ..	Rs. 50
Persian Department, ..	„ 20
Sanscrit Department, ..	„ 20
	Rs. 90

His Honor had been pleased to sanction the scholarships enumerated in the margin,* amounting to Rs. 90 per mensem.

His Honor observed that it would be very satisfactory to find that youths from the neighborhood resorted to the College for instruction, and that even the sons of the Istumrardars and Jageerdars of Ajmere itself, availed themselves of its advantages.

With reference to the concluding paragraph of the report, the Lieutenant-Governor remarked that the true method of increasing the attainments of those who repair to the College was by raising the standard of the Indigenous Vernacular Schools. Every encouragement had been given for the introduction into Ajmere and Mairwarra of the means which had elsewhere been found efficacious for this purpose; but it was not yet apparent what had been the result.

CIVIL ENGINEERING COLLEGE,

ROORKEE.

REPORT FOR THE YEAR 1852.

THE last Report having been brought up to the 31st March 1852, the present one embraces a period of only nine months, the principal event during which interval the Principal records, as being the sanction by the Hon'ble the Court of Directors of the plans of the Hon'ble the Lieutenant-Governor, North Western Provinces, for the extension of the College. These plans are necessarily in some degree prospective, depending for their completion on the erection of the requisite buildings, and next on a progress so graduated, as to obviate, as far as possible, errors of haste and inexperience, and so give that firmness to the Institution which is the result of natural rather than of forced growth.

In its present condition, the objects whose attainment is attempted at the College are as follows:—

1*st.* The formation of a small corps of Sub-Assistant Civil Engineers holding the same relative position in their profession as the Sub-Assistant Surgeons do in that of medicine; with this object, stipends of 40 Rs. a month are granted to a limited number of young men, who have on examination given evidence of a more than average capacity for Mathematical investigation, and their studies at the College are directed to the acquirement of a practical knowledge of Surveying and Drawing, and a theoretical acquaintance with constructive and mechanical engineering.

2*ndly.* The education of soldiers selected from the ranks of the Indian Army to become Overseers in the Department of Public Works, a post equivalent to that of foreman of works in England, and from which those who prove trustworthy and intelligent should rise to that of clerk of works.

3*rdly.* The education of natives of India, through the medium of their own language, in Geometry, Surveying, Drawing, and the Elements of Construction, thus rendering them most useful assistants to Engineers, Architects and Surveyors, and enabling those who may practically show decided talent in these occupations, to rise to higher employment, either under Government, or by their own countrymen, whenever the state of native society shall require their services. Besides these three Classes or Departments, young men who have learned the rudiments of Geometry and Mathematics, are invited to enter the College without stipends to avail themselves of the facilities for acquiring instruction afforded them to become qualified for various situations in

the profession of Civil Engineering; not forgetting however that after their College Education, they will still require the schooling of experience before they will be fit to set up for themselves, or to be employed, except under the guidance of others.

In anticipation of the sanction of the Hon'ble Court, the number of students in the 2nd Department was increased during the year 1852 from 15 to 26; in the Junior Division, 3rd Department, from 16 to 32, besides which, the students in the 1st Department were increased from 1 to 5. In the non-stipendiary class attached to the 1st Department, from 3 to 7, and in that attached to the 2nd Department, from 5 to 7; besides 8 non-stipendiary students in the 3rd Department qualifying themselves for the stipendiary entrance examination.

The addition to the means of instruction, consequent on this increase in the number of students, has consisted in the appointment of an Assistant or Vice Principal, who joined the College on the 1st September, of an Assistant to the Head Master in the 2nd Department who joined on the 1st May, of a Moonshee to assist in teaching Oordoo to the English Classes, who joined on the 21st July, and of two Native Monitors or Assistant Teachers in the Drawing Class, who joined on the 1st September 1852.

PROGRESS OF THE STUDENTS.

The course of studies pursued has varied but little from that devised and carried out by Lieutenant Maclagan, under whom the Session of 1852 commenced. One great step has been taken towards ascertaining the absolute and relative acquirements of the students by a general examination of the whole College, giving to all the English portion of it the same papers.

On the present occasion the 2nd Department took higher places than is likely to be the case again, unless the field of selection is enlarged. Many this year were men of good education and considerable previous attainments in Mathematics. All however acquired much of their knowledge here, and the place which this class took in the examination is extremely creditable to Mr. Bingham, the Head Master. The drawings by this class were, many of them, admirable, as were those of several other students, and much praise is due to Mr. Scotland, the Drawing Master, for the pains he has taken with all, which is evinced by the progress made by the great majority of the students taught by him. The Lieutenant-Governor was pleased to express his approbation of the progress made by the students in this, the 2nd Department.

The young men attached to the 1st and 2nd Departments as non-stipendiaries have been generally diligent, and have made good

use of their opportunities. Much of their time has however hitherto been necessarily taken up in laying a good foundation of elementary, mathematical knowledge. Both in this and in their surveying course, those attached to the 1st Department have been very great gainers by the appointment, to the College, of Lieutenant Walker, who has devoted much of his time to their special instruction with the best effect.

One student of the 1st Department, whose more advanced age rendered him more eligible than the others for immediate employment, and who gained the prize for surveying, has been appointed a Probationary Assistant on the Ganges Canal. One has proceeded to Calcutta, with the intention of settling in New Zealand, and one has left in order to go to England.

The 3rd Department has not made so much progress as could have been wished, the receipt of stipends for learning seeming, in their case, to have a tendency to render the recipients slothful, and, their immediate wants being satisfied, to render them less anxious than they would otherwise be for employment. As however the cost of living away from their homes, especially at Roorkee, is considerable, the evil is one which must be met by an increased endeavour to stir them to exertion.

On this point the Lieut.-Governor was pleased to observe that it was not very apparent why this should be the case at Roorkee, more than at the other Government Colleges, where scholarships were given to the most deserving students. However this may have been, it could at once be remedied by a determination to reduce or entirely discontinue the stipends of those who showed themselves undeserving of the favour. The Principal was therefore invested with power to punish in this way any of the stipendiaries, whom he considered to relax their efforts in the acquisition of knowledge, after they had been admitted to the enjoyment of a stipend.

The Department has not however been entirely without fruit. Two have gone as Native Surveyors to the 5th Division Ganges Canal, six to the Rechna Doab Survey, one as a Draftsman and Calculator to Peshawur, two have been selected as Draftsmen for the Ganges Canal Office, and two are acting as Monitors in the Drawing Department of this College. Moreover, it is hoped by June next to supply the Department of Public Works with a number of Draftsmen and Calculators, who may eventually prove of great use.

VERNACULAR STUDIES.

The study of Oordoo has been rendered obligatory in all the English Classes; one hour a day is given to it in the 2nd Department, and much progress was made during the past Session by many of the students in that Department. The Dialogues by Lieutenant Maclagan on professional subjects having been printed at the College Press, became the principal text-book for this class; those who had some pre-

vious knowledge, or had a more than average aptitude for the acquisition of languages made some progress in learning to read and write in the Persian character, and on the whole I believe this class made a decided advance during the past year in the acquisition of a knowledge of the Vernacular tongue of the people amongst whom their working life is to be spent. In the 1st Department, translation of a professional work into Oordoo is made a regular lesson, and full certificates of qualification will not be given to those who fail to perfect themselves in this exercise. In the 3rd Department, attention is paid to writing neatly in the Persian character, as well as to printing or writing the Roman and Italic characters for Maps or Plans, and in keeping their field books and drawing out estimates.

CONDITION OF THE CLASSES AT THE BEGINNING OF THE YEAR 1853.

The condition of the several existing Classes at the beginning of the year 1853 was as follows:—

In the 1st Department there was no increase of numbers; in the non-stipendiary class there were four new students, (including two who joined at the very end of last Session,) replacing three who have left during and at the close of the past year.

In the 2nd Department, in consequence of the employment of the two European Regiments on the south-east frontier, and partly perhaps in consequence of soldiers being able to enter the Department of Public Works on passing an examination not more severe than for entrance into the College of Roorkee, the number of students who joined, or were on their way to join, did not exceed 19, whilst the full complement is 30. This shortcoming was not caused by the rejection of candidates for want of sufficient preparatory knowledge; as, since the end of February, when every available candidate was recommended for the augmentation at that time authorized, there were only 27 applicants, of whom 17 were passed; of these one withdrew without entering, of the ten remaining, five were rejected for want of character, four sent no reply to their examination papers, and one only was sent back for further preliminary study.

The Principal is of opinion that the field of selection might be much improved, and what is still more important, an immense moral benefit be conferred on our soldiery, if the College at Roorkee could be made use of for the improvement of Regimental Schools, by the instruction and examination of School Masters, by the suggestion of courses of study, by giving facilities for the procuring of text-books, and in many other ways which would readily suggest themselves, if these Schools were brought into communication with the College. This measure, might be made to include the Schools of Her Majesty's

Regiments serving in India; especially, as for the future, officers of this service will generally be found in the Senior Department of the College.

In the non-stipendiary class attached to the 2nd Department, one new student has arrived, and two more are expected; two have not returned from leave, probably having obtained employment.

Several young men employed in the offices of various departments of the Public Service at Roorkee, attend the Drawing and Surveying, out of office hours.

For the 3rd Department, the Principal hopes to obtain well-trained recruits from Mr. Reid's Central School at Agra, from the Colleges of Bareilly and Delhie, and from the non-stipendiaries attending this class in the Roorkee College.

COLLEGE PRESS AND MUSEUM.

The College Press has not been idle, although at one time it was feared that it would have been so for want of matter to print. A list of its publications is appended to this report: *vide Appendix.*

One of the printers having taken advantage of the facilities offered him at the College, of learning to draw, has succeeded in drawing on transfer paper the illustrations required for Lieutenant Maclagan's Treatise on Earthwork; and a lithographic printer having been procured from Agra, this department is now efficient, and in a fair way of becoming daily more so.

The Museum has received an useful addition, in the liberal donation by Captain Faddy, Executive Engineer at Govindgurh, of two valuable cabinets of Classified Minerals, which, together with previous donations, have been placed in a separate apartment of the Press buildings, and will thus be available for reference to students of Mineralogy and Geology.

It is understood that a very complete series of experiments on the strength and other qualities of Indian Woods, is being carried on under the direction of the Government Consulting Engineers, for Railways at Calcutta. Major Cunningham, of Engineers, has likewise sent for publication a most interesting treatise on the Woods and Stone of the Gwalior territory, which is only waiting the arrival of Hindee type from Agra, for the Vernacular names of the species to be printed.

Specimens of many of the Woods described in this treatise form part of the series from the line of country traversed by the Agra and Bombay Road, presented to the Museum last year by Lieut.-Colonel Goodwyn, of Engineers.

PROSPECTUS FOR ENSUING YEAR.

The changes that have taken place, have rendered a revision of the Prospectus of 1850 desirable. Hereto appended is a prospectus in accordance with the existing system. It is proposed, however, that these rules shall be considered only as provisional, as they will most probably require for some years to come, to be remodelled after each Session.

The main building of the New College is now six feet above the level of the floor, and progressing rapidly.

The plan for an Observatory is still in abeyance: an Astronomical Clock has however been secured for the College by Colonel Boileau, and instruments for observing are lying ready packed in the Surveyor General's Office at Deyrah; a separate and specially constructed building is however required, and the building means of Roorkee are at present so severely taxed, that any, the smallest, addition, would be felt as an interruption to work already in hand.

NOTIFICATION, 1853.

The following Prospectus of the College for Civil Engineers at Roorkee, is published with the sanction of the Hon'ble the Lieutenant Governor, North Western Provinces, in supercession of the previous Notifications by Government on this subject.

1. There are three Departments in the College, in each of which are a certain number of stipendiary students, for whom quarters are provided.

2. No student in any Department will be admitted, unless he can furnish satisfactory testimonials of character. He should likewise be of good constitution, and capable of undergoing fatigue and exposure in field work.

3. *First Department.*—Candidates for admission as stipendiaries to the 1st Department must be under the age of 22. They must be well acquainted with the English language, able to read and write it with ease and accuracy. Natives of Upper India will likewise be required to read and write Oordoo correctly, and to translate into that language from English, a passage from some work on Engineering subjects, which is tolerably free from technical expressions. English candidates will likewise be required to read and write Oordoo in the Persian character. All are required to pass an examination in Arithmetic, Algebra, Geometry, Mensuration, Plane and Spherical Trigonometry, Conic Sections and Mechanics. Passed candidates will be admitted in the months of January and July of each year.

4. The number of stipendiary students in this Department is limited to 8. They will receive, whilst attached to the College,

an allowance of Rs. 40 per mensem and free quarters. Scholars from any of the Government Colleges, properly qualified, may be transferred to this Department, receiving travelling allowance to Roorkee at the established rate.

5. Their instruction at the College is designed to qualify them for the appointment of Sub-Assistant Civil Engineers, as constituted by the orders of Government, North Western Provinces, dated 9th October 1845, and generally for employment in connection with engineering works, and other departments of scientific labor.

6. Certificates will be granted to them only after the Annual Examination in November of each year, and to those only who have completed the College course laid down for their department satisfactorily.

7. *Second Department.*—European Non-Commissioned Officers and Soldiers. They are required, previous to admission, to prove by examination their proficiency in Reading and Writing, Arithmetic, as far as Vulgar Fractions, Elementary Geometry, Mensuration, and simple Plan Drawing. They must be well recommended by their Commanding Officer, and furnish a certificate from a Medical Officer, of unimpaired constitution. Passed candidates will be nominated about the month of October in each year, and will join the College in the month of January following.

8. When not furnished with carriage, either for tent or baggage, they will receive travelling allowance at the rate of one anna per mile; and if furnished with carriage for tents without baggage, the allowance will be half an anna per mile. In either case a double allowance will be granted to married men.

9. They will be on probation at the College for six months, during which time they will receive their Regimental pay and allowances, and the same advantages as with their corps, or the established equivalent in money. If approved at the end of this period, they will then receive the staff allowance of an Assistant Overseer in the Department of Public Works, and remain under instruction at the College till the close of the annual term in the month of December, when, if their conduct continues to be satisfactory, they will be drafted off to their appointed duties according to the requirements of the public service: during the time they remain at Roorkee, they will be under the command of the Officer, who fills the post of Principal of the College.

10. The number of students in this Department has been raised to 30.

11. *Third Department.*—Native students, in number 40, to whom instruction is conveyed through the medium of their own language.

12. In this department are two Divisions.

13. *Senior Division.*—Consists of 8 students, who must have acquired, previous to admission, a good knowledge of Arithmetic, Geometry to the extent of six Books of Euclid, Mensuration, Algebra to Quadratic Equations, use of Logarithms and the Elements of Plane Trigonometry. These will receive, whilst attached to the College, an allowance of 10 rupees per mensem and free quarters.

14. *Junior Division.*—The lowest attainments qualifying for admission to the Junior Division will be a fair acquaintance with Arithmetic, including Vulgar and Decimal Fractions, Algebra to Simple Equations, Geometry to the extent of two Books of Euclid, and an ability to read and write Oordoo in the Persian character, correctly and clearly. The number of Stipendiary Students in this Division is 32, who receive a monthly allowance of five rupees and free quarters.

15. Any students of this Division may, being found qualified, be transferred to the Senior Division, provided the prescribed number of the latter be not thereby exceeded.

16. The students of the 3rd Department will not be allowed to stay at the College more than two years: during the first year they will be expected in surveying, to carry the chain and instruments, measure off sets, and assist generally in the surveys performed by their seniors in this Department.

17. The practical instruction of students of the 3rd Department in both Divisions is regulated with a view to their employment as Surveyors, Draftsmen, Assistants in Public Works, &c. according to their several abilities.

18. Admissions into the 3rd Department will take place usually after the Half-yearly Examinations occurring in June and November. Candidates may at these seasons be examined at any of the Government Colleges, at the Central School of the Vernacular School system of the Upper Provinces, and at Roorkee; where promising students will be entered at all times as non-stipendiaries, to study with a view to qualifying themselves for admission as stipendiaries.

19. A Senior Department, consisting of Commissioned Officer of Her Majesty's and the Honorable Company's Services, having been authorized by the Honorable Court of Directors, General Orders by the Governor General in Council, No. 585 of 1852, published in G. O. C. C. 6th October 1852, are referred to for the rules of admission to this Department. The ability of candidates to enter upon a course of Surveying, and Constructive and Mechanical Engineering, will be previously tested by an examination into their knowledge of Arith-

metic, of Geometry to the extent of the first four Books of Euclid, and of Algebra to Simple Equations.

20. Properly qualified candidates coming to Roorkee, and supporting themselves there at their own cost, are permitted to study with either of the Departments, except the senior, so far as means may be available for their instruction. Should the number of such applicants hereafter become numerous, moderate fees will be demanded for admission to the benefit of the Institution. Instruction will continue for the present to be gratuitous, and no payments will be demanded, without previous notice of one year.

21. The European Non-stipendiary students are divided into two Classes; for the 1st Class the preliminary examination will be the same as that for candidates for the 1st Department, as far as Plane Trigonometry; for the 2nd Class, the examination will be similar to that for the 2nd Department.

22. Quarters for both these classes are, to a limited extent, furnished in Government buildings, on a payment of rent varying from Rs. 12-8 to Rs. 5 per mensem.

23. The subsidiary rules for admission and examination will be furnished to all applicants by the Principal.

24. Annual Examinations will be held in the month of November, when the students will be classed according to their proficiency, and prizes will be awarded to the most successful.

List of Prizes given at the close of the Session, A. D. 1852.

Names of Prizemen.	Subject for which given.	Nature of Prize.
1st Department.		
Neilmanee Mitra, ..	Mathematics, ...	Hutton's Recreations.
Mr. A. Cawood, ..	Typographical Drawing, ...	Examples of Railway making.
Non-Stipendiaries.		
1st Department.		
Mr. E. Swetenham, ..	Mathematics, ...	Weisbach's Mechanics.
Mr. W. Hogan, ..	Surveying, ...	1 Box of Marquois Scales.
2nd Department.		
W. McCullock, ...	Mathematics, ...	Dempsey's Civil Engineering.
Ditto, ...	Civil Engineering, ..	Mahan's Civil Engineering.
Ditto, ...	Oordoo, ...	Thompson's Hindee Dictionary.
Geo. Green, ...	2nd Mathematics, ..	Tredgold's Carpentry.
John Gilchrist, ...	Architectural Drawing,	Tredgold's Carpentry.
Ditto, ...	Surveying, ...	Moseley's Mechanics.
Ditto, ...	2nd Oordoo, ...	Yates' Oordoo Dictionary.
J. D. Kirchoff, ...	1st Drawing Prize, ..	Tredgold's Carpentry.
Ditto, ...	2nd Surveying, ..	Simms on Mathematical Instruments.
M. Duncan, ...	2nd Civil Engineering,	Tredgold on Carpentry.
W. Rivett, ...	Best Note Book, ..	Description of the Steam Engine.
C. Stolle, ...	Visitor's Prize for diligence and progress,	Mahan's Civil Engineering.
W. Mitchell, ...	Ditto ditto, ...	Mahan's Civil Engineering.
W. Scott, ...	Ditto ditto, ...	A case of Mathematical Instruments.
P. Robson, ...	Ditto ditto, ...	Sir H. Douglas on Bridges.
J. MacIntyre, ...	Ditto ditto, ...	Mahan's Civil Engineering.
R. Thackwell, ...	Ditto ditto, ...	Ditto ditto.
W. Kelly, Non-stipendiaries	Mathematics, .. .	Mr. Kelly is supposed not to intend returning to the College, but has made no report.
J. Todd, Non-stipendiaries	Pencil Drawing and Perspective, ..	History of British India.

Rules for the admission of Candidates to the Civil Engineering College at Roorkee, as Non-stipendiary Students in the First and Second Departments of the College.

1. The application to the Principal should be accompanied by a statement of

1*st.*—The age of the candidate.

2*nd.*—The nature of the education he has received.

3*rd.*—The School or Schools at which he has been educated.

4*th.*—The profession, situation and residence of his parents or next of kin, by whom, ordinarily, and not by the candidate himself, the application for admission should be made.

2. Should the statements thus made be satisfactory, and a vacancy exist, the candidate will, if the son of Christian parents, be further called upon to produce a certificate from a Minister, stating that he has been well instructed in the Christian religion, or of his having been confirmed as a member of the Church of England.

3. Every candidate will be required to produce testimonials of good moral conduct under the hand of the instructor, under whom he has been educated, or of other superior, under whom he may have been employed, or brought up; and these testimonials should have reference to his conduct during the two years immediately preceding his presentation for admission.

4. The literary test for admission will be an examination by the Principal, conducted in writing, according to established rules, of the candidate's proficiency.

If for the 1st Department,—in Geometry, Algebra, Mensuration, and Plane Trigonometry.

If for the 2nd Department,—in Arithmetic, comprising Vulgar and Decimal Fractions, Elementary Geometry, and Mensuration.

5. A medical or other sufficient certificate should be furnished, stating that the eye-sight of the candidate is perfect, and that he appears to have a sound constitution, such as will enable him to undertake the duties of a Surveyor or Engineer, should he eventually prove qualified for either of these professions.

6. On the admission of a candidate, he must pay, if to the 1st Department, Rs. 100; if to the 2nd Department Rs. 30 for the purchase of Books and Instruments for his own use. The Books and Instruments thus furnished to the student are to be his own property, and any balance of cash remaining on this account at the time of his leaving the College will be repaid to him.

N. B.—Quarters for the 1st Department are provided to a limited extent at a rent of Rs. 12-8 per mensem; and for the 2nd Department at Rs. 5 per mensem.

Rules for the Examination of Candidates for admission to the Civil Engineering College at Roorkee.

1*st.*—A list of questions is sent by the Principal in a sealed packet, not to be opened until the examination commences; the questions are to be worked out by the candidate in the presence of the Examiner, without assistance from books or otherwise; no question is to be seen by the candidate until it is given out to him for solution.

2*nd.*—Each question should be given out singly to the candidate by dictation, in the order in which it stands on the list; the candidate having written it thus, on foolscap or other large-sized paper, should proceed to its solution, working it out on a slate or waste paper, and then entering the solution, with the work in full, under the question.

3*rd.*—Any question given out, but remaining unsolved at the close of a sitting, should not be taken up at the next sitting, but must be abandoned; when the sitting is closed, the candidate's papers should be taken from him, and a fresh sheet of paper given him at the next sitting.

4*th.*—No second copying out should be allowed, and the solution as first written fair, should be transmitted to Roorkee without alteration or correction.

5*th.*—A specimen of writing from dictation of a passage in an historical or some similar work is required.

6*th.*—Also a simple plan and section drawn to scale from a rough plan with measurements, given by the Examiner.

7*th.*—The number of hours occupied in answering the questions and in drawing the plan should be stated.

8*th.*—The Examiner is requested to certify that the above rules have been strictly followed, or to specify any accidental or unavoidable deviations that may have taken place.

9*th.*—The opinion of the Examiner, in an accompanying letter, is also requested as to the probable future fitness of the candidate, both mentally and physically, for employment as an Overseer or Director of work.

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Curator of Government School Books, Agra,

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CIVIL ENGINEERING COLLEGE—ROORKEE.

Roll of First Department, A. D. 1853.

No. on Roll of Applicants.	Names.	Caste.	Age.	From	Order and Date of Nomination to the College.	Order and Date of Arrival at Roorkee.	Order and Date of Appointment.	Order and Date of Leaving the College.	Situation.
			y. m.						
1	Ameer Khan,	Pathan,	18 6	Dehlie College,	1 Letter Secy. to Govt. N. W. P, dated 3rd Feb. 1848,	1 12th March 1848,	2 7th March 1851,	2 11th Feb. 1851,	S. A. Civil Engr., 5th Dn. G. C.
7	Hurree Churn,	Brahmin,	20 0	Agra College,	2 Order by Lieut.-Govr., 19th June 1849,	2 12th July 1849,	3 21st Feb. 1852,	3 14th Feb. 1852,	S. A. Civil Engr., Canals West of the Jumna.
8	John T. Platts,	.. ..	19 4	Bedford, ..	3 Ditto, 31st October 1849,	3 26th Nov. 1849,	1 25th Sep. 1850,	1 5th Oct. 1850,	S. A. G. T. Survey.
10	Kunhya Lall,	Kayuth,	17 0	Agra College,	4 Ditto, 6th April 1850,	4 24th June 1850,	4 21st Feb. 1852,	4 15th March 1852,	S. A. Civil Engr., Saharunpore.
15	Nilmuny Mitra,	Kayuth,	21 0	Free Church Institution,	5 Ditto, 21st November 1850,	5 3rd March 1851.			
*	A. Cawood, ..	.. ..	18 0	2nd Dept. C. E. College, No. 3,	6 Government Order, 14th May 1852,	6 1st July 1852.			
*	Doorga Pershad	Kayuth,	22 0	Bareilly College,	7 Ditto, ...	7 Ditto, ...	—	.. 16th Oct. 1852,	Zillah Visitor, Bareilly Schools.
*	Uzmut Oollah,	Sheikh,	22 0	Ditto, ...	8 Ditto, ...	8 Ditto.			
*	Ram Pershad,	Khuttree,	22 0	Ditto, ...	9 Ditto, ...	9 Ditto.			
*	Muddu Sudden,	Brahmin,	22 0	Hindoo College,	10 20th May 1852,	10 18th Nov. 1852.			

* The applications being generally of a very desultory nature, they have not been recorded further.

Roll of Second Department, Civil Engineering College, A. D. 1853.

No. on Roll of Applts.	Names.	Rank and Corps.	No. on C. E. Roll.	Date of Nomination to the College.	Date of Arrival at Roorkee.	Date of Appointment.	Date of Leaving the College.	Situation.
111	McCulloch, William,	Private, 1st E. B. F., ...	42	G. O. C. C. 11th May 1852, ...	3rd April 1852,	1st Decr. 1852,	... ...	Waiting for orders.
94	Green, George ...	Corpl. Arty. 4th Co. 1st Bn.,	43	21st Oct. 1851, ...	26th Decr. 1851,	Ditto, ...	14th Decr. 1852,	Asst. Overseer, 1st Dn. G. C.
95	Gilchrist, John ...	1st ditto, Sappers & Miners.	44	Ditto, ...	30th Decr. 1851,	Ditto, ...	Ditto, ...	Asst. Master, 2nd Dept. C. E. C.
86	Kirchoff, C. D. ...	Private, 2nd E. B. F., 5th Co.	45	Ditto, ...	31st Decr. 1851,	Ditto, ...	Ditto, ...	Asst. Overseer, W. J. Canal.
122	Sholle, Charles ...	Farrier, 1st T. 3rd B. H. A.,	46	11th March 1852,	15th April 1852,	Ditto, ...	Ditto, ...	Asst. Overseer, Dept. of collecting materials, 1st Dn. G. C.
119	Duncan, Michael ...	Gunner, 3rd T. 2nd B. H. A.,	47	Ditto, ...	7th April 1852,	Ditto, ...	Ditto, ...	Asst. Overseer, W. J. Canal.
104	Stewart, James ...	Private, 1st E. B. F., ...	48	Ditto, ...	3rd April 1852,	Ditto, ...	20th Decr. 1852,	Asst. Overseer, Allahabad Division, Dept. P. W.
62	Mitchell, William ...	Gunr., Arty. 1st Co. 6th Bn.,	49	21st Octr. 1851, ...	24th Decr. 1851,	Ditto, ...	14th Decr. 1852,	Asst. Overseer, 5th Dn. G. C.
90	Scott, William	Corporal, 2nd E. B. F., ...	50	11th March 1852,	8th April 1852,	Ditto, ...	Ditto, ...	Asst. Overseer, Dept. of collecting materials, N. D. G. Canal.
92	Robson, Peter	Ditto, ditto, ...	51	Ditto, ...	Ditto, ...	Ditto, ...	Ditto, ...	Asst. Overseer, 2nd Dn. G. C.
98	Thackwell, Ries ...	Private, ditto, ...	52	21st Octr. 1851, ...	31st Decr. 1851, ...	Ditto, ...	Ditto, ...	Asst. Overseer, 2nd Dn. G. C.
98	Fullerton, John ...	1st Corporal, Saps. & Ms.	53	Ditto, ...	30th Decr. 1851, ...	Ditto, ...	Ditto, ...	Asst. Overseer, 4th Dn. G. C.
78	McIntyre, Samuel ...	Gunr. Arty. 1st Co. 6th Bn.,	54	7th April	1st May 1852, ...	Ditto, ...	Ditto, ...	Asst. Overseer, 7th Dn. G. T. Road.
87	Rivett, William ...	Private, 2nd E. B. F. 5th Co.	55	21st Octr. 1851, ...	31st Decr. 1851, ...	Ditto, ...	Ditto, ...	Asst. Overseer, Supg. Eng. S. E. Provinces.
65	Rice, Stephen	Serjt. Arty. 2nd Co. 5th Bn.	56	Ditto, ...	8th Jany. 1852, ...	Ditto, ...	Ditto, ...	Asst. Overseer, Ditto ditto.
79	Carmichael, A. B. ...	1st Corporal, Sappers and Miners, ...	57	Ditto, ...	28th Decr. 1851, ...	Ditto, ...	29th Decr. 1852, ...	Asst. Overseer, Umballa Division, Dept. P. W.
116	Walker, Charles ...	Private, 2nd E. B. F., ...	58	11th March 1852,	8th April 1852, ...	Ditto, ...	6th Jany. 1853, ...	Asst. Overseer, Putiala Division Grand Trunk Road.
103	McKay, Edward ..	Corpl. Arty. 3rd Co. 1st Bn.	59	G. O. C. C. 21st October 1851,	31st Jany. 1852, ..	Ditto, ...	14th Decr. 1852, ...	Asst. Overseer, Supg. Engr. S. E. P.
70	Lonsdale, Edward	Gunr. Arty. 3rd Co. 6th Bn.	60	Ditto, ...	29th Decr. 1851, ...	Ditto, ...	20th Decr. 1852, ...	Asst. Overseer, Gwalior Dn., Dept. P. W.
99	Kennedy, William	2nd Bugle Major, Arty. 8th Bn., ...	61	Ditto, ...	24th Decr. 1851, ...	Ditto, ...	14th Decr. 1852,	Asst. Overseer, Supg. Engr. S. E. P.
58	Johnson, William ...	Bomb. Arty. 1st Co. 6th Battalion, ...	62	7th April 1852, ...	2nd May 1852, ...	Ditto, ...	Ditto, ...	Asst. Overseer, Ditto ditto.
84	Jess, Robert	Corpl. Arty. 3rd Co. 3rd Bn.,	63	21st Octr. 1851, ...	13th Jany. 1852, ..	Ditto, ...	20th Decr. 1852,	Asst. Overseer, Cawnpore Dn., Dept. P. W.
115	McNeil, John	Private, 2nd E. B. F., ...	—	11th March 1852,	8th April 1852, ..	... ...	... ...	Retained for further Instruction.
61	McClusky, Joseph ...	Bomb. Arty. 3rd Co. 6th Battalion, ...	64	21st Octr. 1851, .	29th Decr. 1851, ...	1st Decr. 1852, ...	14th Decr. 1852, ...	Asst. Overseer, Suptg. Eng. S. E. P.
105	Fitzhenry, William	Gunr. Arty. 2nd Co. 6th Bn.	—	11th March 1851,	11th April 1852, ...	... ...	... ...	Retained for further Instruction.
101	Logan, David*	Bomb. Arty. 3rd Co. 6th Battalion, ...	—	21st Octr. 1852, ...	6th Jany. 1852, ..	... ...	... ...	Ditto ditto ditto.

* Absent at Landour, on Medical Certificate, from August 1852 to 1st January 1853.

Roll of Third Department, (Senior Division,) Civil Engineering College, A. D. 1853.

No.	Names.	Caste.	Age.	From	Order and Date of Joining the Division.	Order and Date of Leaving the College.	Situation.	Salary.	Remarks.
1	Shib Sahae, ..	Kayuth,	20	Junior Div. 3d Department, ...	1 Sept. 1, 1850.	Oct. 3, 1851.	Supdt. of District Roads, Mynpooree,	50	
2	Sekunder Ali, ..	Syud,	19	Dehlie College, ..	2 Ditto 10, 1850.	Dec. 3, 1850.	.. .. ..		Withdrawn.
3	Bubur Ali, ..	Syud,	19	Dehlie College, ..	3 Ditto 10, 1850.	Dec. 3, 1850.	.. .. ..		Ditto.
4	Kedar Nath, ..	Bunya,	20	Dehlie College, ..	4 Ditto 19, 1850	Dec. 1, 1851.	Draftsman and Surveyor, Office of Collector and Magistrate, Meerut, ..	52	
5	Abdool Hufeez,	Sheikh,	17	Dehlie College, ..	5 Ditto 19, 1850.				
6	Balmookund, ..	Brahmin,	21	Dehlie College, ..	6 Jany. 19, 1851.				
7	Mohun Lal, ..	Bunya,	0	Dehlie College, ..	7 Ditto 19, 1851.	Oct. 1, 1851.	Pergunnah Visitor of School, Roorkee, ..	30	
8	Abdoor Rizah, ..	Sheikh,	17	Dehlie College, ..	8 July 14, 1851.	Sept. 15, 1852.	N. S. Rechna Doab,	20	With promise of more, if justified.
9	Kazim Ali, ..	Syud, ..	18	Dehlie College, ..	9 July 16, 1851.				
10	Gholam Hyder,	Sheikh,	23	Junior Div. 3d Department,.. ..	10 Sept. 1, 1851.	Nov. 11, 1852.	Draftsman, Dept. P. W. at Peshawur,	35	
11	Abdoor Ruhman,	Sheikh,	19	Bareilly College and formerly 3d Dept. Junr. Div. No. 25.	11 Sept. 15, 1851.	.. .. ..	.. .. ..		Monitor in Drawing Department.
12	Guneshee Lall,	Kayuth,	19	Junior Division, ..	12 Jany. 1, 1852.	.. .. ..	.. .. ..		Ditto ditto.
13	Girdharee Lall,	Khuttree,	18	Bareilly College, ..	13 June 1, 1852				
14	Sheikh Ahmud,	Sheikh,	18	Transferred from Junior Division,	14 Sept. 15, 1852.				
15	Mahboob Buksh,	Ditto, .	19	Ditto, ...	15 Nov. 11, 1852.				

Roll of Third Department, (Junior Division,) A. D. 1853.

No.	Names.	Caste.	Age.	From whence.	Date of Joining.	Date of becoming Stipendiary.	Date of Leaving.	Situation and Remarks.
29	Nuthoo Singh, ..	Rajpoot,	17	Roorkee, ...	Dec. 17, 1849,	Dec. 17, 1849,	Nov. 18, 1851.	Native Surveyor, Eastern Jumna Canal.
				Re-entered, ..	June 22, 1852,	June 22, 1852.	Sept. 15, 1852.	Native Sur., Rechna Doab.
37	Moonna Lall, ..	Buneea,	17	Mooradabad, ..	Septr. 7, 1850,	Sept. 7, 1850,	May 31, 1852,	Native Sur., 5th Div. Ganges Canal.
38	Fyzool Hussen 3rd,	Sheikh,	18	Munglour, ..	,, 12, ,,	,, 12, ,,	July 1, 1851,	Ditto ditto, 5th ditto ditto
39	Kasim Ali, ...	Sheikh,	16	Dehlie College,	May 9, 1849,	May 9, 1849,	June 18, 1849	Withdrawn.
				Re-entered, ..	Sep. 12, 1850,	Sep. 12, 1850,	April 15, 1851.	Struck off at his own request.
40	Abdoor Ruhman 3rd,	Moghul,	20	Dehlie, ...	Decr. 1, ,,	Dec. 1, ,,	Jan. 2, 1852,	Withdrawn.
41	Abdoolla, ...	Sheikh,	19	Deobund, ...	,, 5, ,,	,, 5, ,,		
42	Ahsanoollah, ...	Sheikh,	17	Meerut, ...	,, 24, ,,	,, 24, ,,	May 31, ,,	Native Sur., 5th Div. Ganges Canal.
43	Sheikh Ahmud, ..	Sheikh,	19	Dehlie College,	,, 9, ,,	,, 24, ,,	Sep. 15, ,,	Promoted to the Sr. Div.
44	Mooshtak Ahmud,	Sheikh,	21	Deobund, ...	Jany. 24, 1851.	April 16, 1851,	.. ..	Selected for employment in Ganges Canal Office.
45	Kunhya Lall, ...	Buneea,	21	Nuzeebabad, ..	May 2, ,,	July 1, ,,	Sep. 15, ,,	Native Sur., Rechna Doab.
46	Waheedoodeen, ..	Sheikh,	19	Deobund, ...	May 9, ,,	,, 1, ,,		
47	Fyzool Hussen 4th,	Syud,	19	Dehlie College,	July 1, ,,	,, 1, ,,	Sep. 15, ,,	Native Sur., Rechna Doab.
48	Allah-oodeen, ..	Sheikh,	19	Keeruthpoor, ..	,, 5, ,,	,, 5, ,,	Oct. 16, 1851,	
				Re-entered, ..	Feby. 27, 1852,	June 1, 1852		
49	Sheopershad, ...	Kulal,	17	Dehlie College,	July 5, 1851,	July 5, 1851.		
50	Abdoollah 2nd, ..	Sheikh,	19	Roorkee, ...	,, 11, ,,	,, 11, ,,	Feb. 19, 1852,	Withdrawn.
51	Hubeeb Hussen, ..	Sheikh,	18	Rampoor, ..	Aug. 4, ,,	Aug. 4, ,,		
52	Fyzoola Khan, ..	Puthan,	21	Agra College, ..	,, 25, ,,	,, 25, ,,		
53	Hurgoolal, ...	Brahmin,	18	Roorkee, ...	Sep. 1, ,,	Sep. 1, ,,	Sept. 15, ,,	Native Sur. Rechna Doab.
54	Abas Ali, . ..	Syud,	19	Dehlie College,	Jany. 1, 1852,	Jany. 1, 1852.		
55	Mohamed Buksh, ..	Sheikh,	20	Roorkee School,	,, 3, ,,	,, 3. ,,		
56	Goolam Hussen, ..	Syud,	17	Ditto ditto, ..	,, 3. ,,	April 16, ,,		

Roll of Third Department—*(continued.)*

No.	Names.	Caste.	Age.	From whence.	Date of Joining.	Date of becoming Stipendiary.	Date of Leaving.	Situation and Remarks.
57	Kulyan Roy,	Brahmin,	18	Bugrah,	Jany. 9, 1852,	Jany. 9, 1852.		
58	Niaz Hussen,	Syud,	19	Roorkee School,	Feb. 20, ,,	June 1, ,,		
59	Yad Ali,	Syud,	20	Dehlie College,	,, 23, ,,	,, 1, ,,	Sept. 15, 1852,	
60	Shunker Lall,	Brahmin,	17	Deobund School,	March 2, ,,	,, 1, ,,		
61	Dillaram,	Brahmin,	21	Dehlie,	April 19, ,,	,, 1, ,,	.. .. ..	Native Sur., Rechna Doab.
62	Sheikh Bencha,	Sheikh,	16	Roorkee School,	May 13, ,,	,, 1, ,,	.. .. ..	Selected for appointment as
63	Lummeer Ooddeen,	Sheikh,	18	Ditto ditto,	,, 13, ,,	,, 1, ,,		a draftsman in the Ganges
64	Ibraheem Khan,	Pathan,	19	Ditto ditto,	,, 13, ,,	,, 1, ,,		Canal Office.
65	Yoosuf Beg,	Moghul,	20	Ditto ditto,	,, 13, ,,	,, 1, ,,		
66	Abid Hussen,	Syud,	18	Ditto ditto,	,, 13, ,,	,, 1, ,,		
67	Hussen Ali,	Syud,	19	Ditto ditto,	,, 13, ,,	,, 1, ,,		
68	Koondun Lall,	Khutree,	25	Ditto ditto,	July 8, ,,	July 8, ,,		
69	Khyaliram,	Kayuth,	19	Ditto ditto,	,, 8, ,,	,, 8, ,,		
70	Jawahir Singh,	Brahmin,	17	Deobund School,	,, 8, ,,	,, 8, ,,		
71	Mahaboob Buksh,	Sheikh,	19	Dehlie College,	,, 28, ,,	,, 28, ,,	Nov. 11, 1852,	Promoted to Senior Division.
72	Sadik Ali,	Syud,	17	Bareilly College,	,, 30, ,,	,, 30, ,,		
73	Mullook Chund,	Kayuth,	20	Ditto ditto,	Aug. 30, ,,	Aug. 30, ,,		
74	Ahmudmeer,	Sheikh,	19	Roorkee School,	July 8, ,,	Oct. 1, ,,		
75	Shunker Lall 2nd,	Kayuth,	19	Deobund School,	,, 8, ,,			
76	Shunker Lall 3rd,	Brahmin,	18	Roorkee School,	,, 8, ,,			
77	Moossuruf Hussen,	Sheikh,	16	Ditto ditto,	,, 8, ,,	.. .. ..	Aug. 27, 1852,	Withdrawn.
78	Purwarish Ali,	Syud,	16	Ditto ditto,	,, 8, ,,			
79	Mudud Hussen,	Syud,	14	Ditto ditto,	,, 8, ,,	.. .. .	Oct. 6, 1852,	Withdrawn.
80	Mohib Ali,	Syud,	19	Ditto ditto,	,, 8, ,,			
81	Mohamed Hussen,	Sheikh,	17	Ditto ditto,	,, 8, ,,			
82	Mola Buksh,	Pathan,	17	Deobund School,	,, 8, ,,	.. .. ..	Aug. 28, 1852,	Withdrawn.
83	Ukbur Beg,	Moghul,	21	Dehlie College,	Nov. 5, ,,	Nov. 5, ,,		
84	Mirza Jan,	Moghul,	21	Ditto ditto,	,, 5, ,,	,, 5, ,,		
85	Fyozali Khan,	Moghul,	20	Ditto ditto,	Jany. 7, 1853.			

Roll of Non-stipendiary Students attached to the 1st Department.

No.	Names.	Age.	Date of Joining.	Date of Leaving.	Situation.	Remarks.
1	C. F. Scott,.. ..	17	Decr. 17, 1849, Octr. 8, 1850,	Decr. 24, 1851,	Asst. Ex. Officer, Baree Doab Canal,	Subsequently appointed Cadet of Infantry.
2	C. Anderson, ..	17	Octr. 22, 1850,.....	Decr. 1, 1851,	Proby. Asst. Ex. Officer, Northern Dn. G. C.	Appointed Assistant.
3	E. Swetenham, ..	17	March 31, 1851.			
4	C. F. Boulton, ..	20	April 13, 1851,.....	Novr. 22, 1851,	Sub-Asst. Rev. Surveyor, Rohilcund,	Subsequently appointed Cadet of Infantry, Bombay Establishment.
5	F. Cussen,.. ..	—	Augt. 1, 1851,.....	Decr. 1851, ..	Asst. Ex. Officer, Baree Doab Canal.	
6	W. C. Tayler, ..	20	Novr. 12, 1851, ...	Sept. 4, 1852,	.. .. ..	Left with the intention of becoming a settler in New Zealand.
7	L. Bean, ...	17	Novr. 17, 1851.			
8	C. E. Wheatley,	18	Decr. 28, 1851.			
9	W. Hogan, ..	21	Jany. 5, 1852, ...	Decr. 1,. 1852,	Probationary Assistant Ex. Officer, Ganges Canal.	
10	W. Carte, ...	18	Jany. 1852.			
11	F. Wheeler, ..	—	April 29, 1852, ...	Decr. 1, 1852,	.. ..	Left for England.
12	J. H. Clarke, ..	20	May 1, 1852.			
13	G. Swetenham, .	15	Oct. 25, 1852.			
14	H. Nuthall,.. ..	17	Novr. 8, 1852.			

Roll of Non-stipendiary Students, 2nd Department, Civil Engineering College, A. D. 1853.

No.	Names.	Age.	Date of Joining.	Date of Leaving.	Situation.	Remarks.
		y. m.				
1	A. Robertson, ...		March 1, 1849,..	Novr. 16th 1849,	.. ..	Attended Drawing Class only.
2	E. Trotter, Acct. Office of Ex. Officer of Works, Roorkee,		April 27, 1849,..	July 23rd 1849,	.. ..	Attended Drawing and Surveying.
3	F. Hembrough,.. ..		July 3, 1849, ...	Octr. 12th 1849,	Superintendent of Roads, Julunder Doab, ...	Afterwards appointed Teacher of Drawing and Surveying, Agra College.
4	J. Eddy, Writer, Office of Ex. Eng. N. D. G. C. ..		July 3, 1849, ...	Aug. 12th 1849,	.. ..	Left Roorkee for another situation.
5	Todd, James	15 6	January 13, 1850.			
6	Platts, Francis, ...	14 4	June 21, 1850, ...	July 27th 1850.		
			September 26, 1850. ..	Octr. 16th 1851.		
7	Wharton, Thomas ..	18 4	March 14, 1850, ...	Augt 4th 1851.		
8	Cawood, Albert	15 1	September 23, 1850,.. ..	July 1st 1852,	Stipendiary Student, 1st Department, ...	
9	Bradshaw, Thomas ..	17 1	February 13. 1851.			
10	Douglas, John.. ..	15 1	April 7. 1851.			
11	Roberts, Robert ..	17 1	July 12. 1851.			
12	Kelly, Frederick ..	18 6	March 1, 1852.			
13	Fraser, Thomas.. ..	16 2	June 1, 1852.			
14	Nicholson, Kenneth..	17 6	August 1, 1852.			

Detailed Statement of Salaries and Establishment of the Civil Engineering College, as on the 1st May 1853.

Department and Letter of Government Order constituting each Office and Establishment, existing on 1st May 1853.	*Description of Service.*	Authorized				
		No.	*Amount of Salary.*		*Total.*	
Genl. Dept., 19th Oct. 1847, ...	Principal, ...	1	600	0 0		
16th December 1852, ..	Assistant Principal, ..	1	300	0 0		
16th December 1847 and 3rd Sept. 1852, .. .	Head Master, ...	1	400	0 0		
Ditto ditto, ...	Architect Drawing Master,	1	250	0 0		
3rd September 1852, ..	Assistant to Head Master,	1	120	0 0		
16th December 1847, ..	1st Native Teacher, ...	1	120	0 0		
Ditto, ...	2nd Ditto ditto, ...	1	50	0 0		
Ditto, ...	3rd Ditto ditto, ...	1	40	0 0		
3rd September 1852, ..	1 Moonshee in 2nd Dept.,	1	10	0 0		
Ditto, ...	2 Monitors in Drawing Class, ...	2	20	0 0		
					1910	0 0
25th November 1847, ..	Scholars 1st Department,	8	40	0 0	320	0 0
20th June 1850, ...	3rd Dept. Senior Division,	8	10	0 0	80	0 0
25th November 1847, ..	Ditto Junior ditto, ...	32	5	0 0	160	0 0
	Establishment.					
17th January 1853, ..	Librarian, ...	1	50	0 0	50	0 0
8th February 1851, ..	English Writer, ...	1	35	0 0	35	0 0
18th December 1847, ..	Tindal, ...	1	6	0 0	6	0 0
20th June 1850 and 17th January 1853, ...	Khulassees, ...	6	5	0 0	30	0 0
Ditto, ...	Bildars, ...	24	4	0 0	96	0 0
Ditto, ...	Chuprassees, ...	2	5	0 0	10	0 0
Ditto, ...	Bearer, ...	1	5	0 0	5	0 0
Ditto, ...	Chowkeedar, ...	1	5	0 0	5	0 0
Ditto, ...	Sweeper, ...	1	4	0 0	4	0 0
	European Barracks.					
20th June 1850 and 17th January 1853, ...	Head Chowkeedar, ..	1	6	0 0	6	0 0
Ditto, ...	Chowkeedar, ...	1	5	0 0	5	0 0
Ditto, ...	Head Khitmutgar, ...	1	7	0 0	7	0 0
Ditto, ...	Khitmutgars, ...	2	6	0 0	12	0 0
Ditto, ...	Cooks, ...	3	6	0 0	18	0 0
Ditto, ...	Bhistees, ...	4	5	0 0	20	0 0
Ditto, ...	Dhobees, ...	5	6	0 0	30	0 0
Ditto, ...	Sweepers, ...	4	4	0 0	16	0 0
					2825	0 0

Detailed Statement of Salaries and Establishment of the Civil Engineering College Press, on the 1st May 1853.

Department and Date of Government Order constituting each Office and Establishment, existing on the 1st May 1853.	*Description of Service.*	Authorized		
		No.	*Amount of Salary.*	*Total.*
	General Establishment.			
	Superintendent, ...	1	230 0 0	230 0 0
	Warehouseman, ...	1	10 0 0	10 0 0
	Khulassees, ...	2	4 0 0	8 0 0
	Bheestie, ...	1	5 0 0	5 0 0
	Carpenters, ...	2	1 @ 9 0 0 1 @ 7 0 0	16 0 0
	Sweeper, ...	1	4 0 0	4 0 0
General Department, Secy. to Govt. N. W. P., No. 498 of 1853, dated the 19th of March 1853	**Typographic Establishment.**			
	Head Printer, ...	1	100 0 0	100 0 0
	European Compositor, ..	1	50 0 0	50 0 0
	Ditto ditto, ...	1	35 0 0	35 0 0
	Apprentices, ...	3	30 0 0	90 0 0
	Native Compositor, ..	1	20 0 0	20 0 0
	Ditto ditto, ...	1	15 0 0	15 0 0
	Distributors, ...	2	8 0 0	16 0 0
	Ditto, ...	2	6 0 0	12 0 0
	Pressmen, ...	2	16 0 0	32 0 0
	Inkmen, ...	2	8 0 0	16 0 0
	Lithographic Establishment.			
	Persian Writer, ...	1	20 0 0	20 0 0
	Head Printer, .. .	1	16 0 0	16 0 0
	Pressmen, ...	2	7 0 0	14 0 0
	Coolies, ...	7	4 0 0	28 0 0
Ditto ditto, ...	**Binding Establishment.**			
	Duftery, ...	1	10 0 0	10 0 0
	Folders, ...	3	5 0 0	15 0 0
	Co.'s Rs. ..	..	.. .. ..	762 0 0

(Signed) W. H. Carey,
Superintendent.

During the present year extensive alterations both in the building and establishment of the Roorkee College have been commenced.

On the 29th August 1851, the Lieutenant-Governor submitted through the Government of India to the Court of Directors, a printed Sketch of a plan for enlarging this Institution.

The following extracts from that brochure will explain the views then entertained, and the propositions advanced for sanction:—

"The College, with its present establishment and present means "of accommodation, is barely adequate for the instruction of those who "now resort to it. It is utterly inadequate, as at present constituted "to meet the exigencies of the occasion. If it is desired to enlarge "its sphere of usefulness, very great additions must be made to it, and "several other important objects, which do not fall within the scope of "its present organization, may at the same time be advantageously "accomplished.

"The measures which are now proposed for the further development of the scheme which was contemplated in the first design of "the Institution, may be thus enumerated:

"*First.*—The admission of Officers both of the Royal and East "India Company's Armies to study at Roorkee College.

"*Secondly.*—The improvement and superintendence of the Village "Schools in a circle of 40 or 50 miles round Roorkee.

"*Thirdly.*—The Establishment, in connection with the College, of "a Depôt of Mathematical and Scientific Instruments, and of a work-"shop for their manufacture and repair.

"*Fourthly.*—The formation of a Museum of Economic Geology.

"*Fifthly.*—The erection of an Observatory for Instruction.

"*Sixthly.*—The maintenance of Metal and Stone Printing Presses, "with a Book-binder's Establishment, and all that is necessary for "the publication of Scientific Works, with appropriate Drawings and "Illustrations.

"*Seventhly.*—The enlargement of the College Building and Esta-"blishment to meet all these purposes.

"Each of these measures requires to be separately noticed.

"*First.*—The admission of Officers of both the Royal and East "India Company's Armies to study at Roorkee College. It has been

" already stated that the Indian Army is one of the sources whence " Scientific Agency is most easily supplied. Besides the Officers of the " Scientific Corps, properly so called, there are in the Indian Army " many well-informed and highly-educated men, who have much " taste and capacity for Civil Engineering. It is only necessary that " the persons possessed of this talent should be known, and that they " should be provided with the means of improving themselves, and " of perfecting their knowledge. It was on the suggestion of His " Excellency Sir C. J. Napier, G. C. B., then Commander-in-Chief of " the Indian Army, that the plan was brought forward, and it was by " his assistance that it was matured. The scheme closely resembles " that on which the Senior Department in the Royal Military College " at Sandhurst has been formed.

" The following are the Rules by which it is proposed to give " effect to this measure.

" RULES FOR THE ADMISSION OF OFFICERS TO ROORKEE COLLEGE.

" 1. European Commissioned Officers of the Army under the " rank of a Field Officer, will be permitted to study at the Civil Engi- " neering College at Roorkee on the following terms:—

" 2. The candidate for admission must be qualified, by acquaint- " ance with his Military duties, and by having passed the examina- " tion in the Vernacular languages, to have charge of a Company.

" 3. His application is to be addressed through his Command- " ing Officer to the Principal of the College, who after satisfying him- " self that the candidate is likely to profit by the course of study, " will forward the application for the approval of His Excellency the " Commander-in-Chief.

" 4. Admissions to the College will take place from the com- " mencement of March to the end of June. Applications should be " forwarded so as to permit of the candidates joining not later than " June 30th, after leave formally granted in General Orders.

" 5. The duration of the first permission to study at the Col- " lege, will be till November 1st of the same year; but if the pro- " gress of the student is satisfactory, and his conduct otherwise ex- " emplary, the Principal will be at liberty to forward his application " to Head Quarters for permission to remain another year at the Col- " lege. No student will be allowed to remain longer than the No- " vember of the year after his first admission, unless on special " sanction granted under peculiar circumstances.

"6. The Principal of the College may at any time recommend "to His Excellency the Commander-in-Chief that an Officer be re- "manded to his Regiment.

"7. Officers studying at Roorkee under these Rules will be "required to pay Rs. 10 a month to the College Library Fund.

"8. Officers who obtain permission to study at Roorkee Col- "lege, will be considered "absent on duty," and will be so reported in "the Regimental Returns.

"These Rules have been approved by the Most Noble the Govern- "or General, and have been recommended for sanction to the "Hon'ble the Court of Directors.

"*Secondly.*—The superintendence and improvement of the Vil- "lage Schools within a circle of 40 or 50 miles round Roorkee. The "preceding measure is intended to provide the highest class of educa- "ted scientific men for the design and superintendence of Public "Works. This is calculated to raise up a cheap and effective subor- "dinate agency. In the neighbourhood of Roorkee there are some "large and thriving native towns, amongst which may be mentioned "Kunkhul, Jawallahpoor, Munglour and Deobun. In some of "these towns handicrafts have long been practised, and in all of "them the proximity of the Ganges Canal Works has stirred up a "spirit of industry and enterprise. The object of the Government "must be to stimulate this spirit, and to give it a right direction.

"The pupils in the 3rd Department of the College, who study "science through the medium of the vernacular languages, are drawn "from the class of the people, whose condition it is intended by this "measure to improve. In fact, it was from observing that several of "the native students came from Villages in the neighbourhood, that "the idea of this scheme of operations arose. It is intended to "proceed on the plan at present pursued in some of the Districts in "the North Western Provinces, under the Resolution of February "9th 1850. The plan is to have a few model Village Schools, and "an Establishment of Visitors, whose duty it will be to go round "the Villages in the tract assigned to them, examining the state of "the Indigenous Schools, and advising and assisting the School "Masters by instruction, books, and rewards.

"A commencement has already been made in this work. Two "Pergunnah Visitors have been appointed for the last few months, "and their researches afford abundant proof of the low state of "education at present, and of the great readiness of the people to receive "instruction.

"If an agency were organized in the District of Saharunpoor, "similar to that employed in the other Districts under the Resolution "of 9th February 1850, the cost would be,—

" 1 Zillah Visitor, -- -- -- --	150
" 4 Pergunnah Visitors, @ 30-- --	120
" 4 Tehseeldaree Schools, @ 15-- --	60
"Total per mensem, -- --	330
"Or per annum, -- -- -- --	3960
"Add for Prizes, -- -- -- -- --	500
"Total per annum, -- --	4460

"*Thirdly.*—The formation of a Depôt for the safe custody, and "of a Workshop for the manufacture and repair, of Mathematical "Instruments. When Scientific Agents have been trained, and are "ready for work, it is evident that they must be adequately furnished "with instruments. Many of these instruments must be obtained "from England; some can be manufactured in this country. All are "liable to derangement, and will require occasional repair. This "involves the maintenance of a Depôt for the safe custody of a suf- "ficient store of instruments, and also of a Workshop for their manu- "facture and repair. These should be placed in the immediate "vicinity of each other, where appropriate superintendents and artifi- "cers can be found, and as near as may be possible to the place where "they will be used. All these conditions are to be found at Roorkee. "The Depôt can be formed in the College, where the instruments "will be well cared for, and open to the constant inspection of the "students. The Workshop will be in the Ganges Canal yard, close "to the College, where are now to be found a large store of material, "abundance of clever workmen, and all the appliances necessary for "the rougher parts of the work. To these it will only be necessary "to add a few artificers of the highest order, machines and instru- "ments for the execution of the finer parts of the work, and a small "office establishment.

"Roorkee is not only itself the Head Quarters of the Establish- "ment of one of the greatest Engineering Works of the day, but it is "also centrically situated with respect to other works. It easily com- "municates with Calcutta; it has Rohilcund and its works on one "side, the Jumna with its canals on the other, Dehra Dhoon and "Mussoorie immediately to the north; it is more accessible from the "Punjab, than any other place where such an institution now exists, "or is likely to be formed. Much stress may also be laid on the "advantage the students of the College will derive from being able at "any time to see the mode in which instruments are constructed, and

"to become acquainted with the capabilities of the country both for "the manufacture and repair of instruments. They will in their "future course know what instruments will be best suited for their "purposes, and how and where they can be obtained.

"One most interesting and useful branch of the Workshop will "consist in the invention and manufacture of cheap substitutes for "expensive instruments. The natives of the country are generally "poor, and can ill afford to purchase costly articles; but simple "instruments, adequate for all ordinary purposes, can be easily made "up at a small price, so as to be within the reach of their means. "Surveying compasses, plane tables, levelling instruments and pro- "tractors, can all be furnished at a trifling cost, and can be sufficient- "ly well constructed to answer all the ordinary purposes of Village life.

"Lieutenant A. Allen, 55th N. I., Engineer of the Ganges "Canal Workshop, has already made a most successful commence- "ment in the organization of an establishment of the contemplated "kind. He has been able to repair, in a superior style, instruments "which had been accidentally injured, and he has constructed, at a "very trifling cost, many ingenious substitutes for the more costly in- "struments. The capacity of the workmen, and the feasibility of the "scheme, have been proved. The means of effectually working it "out are alone required.

"If the scheme be fully carried out, the following are the estab- "lishments necessary for its organization :—

Depôt, -- -- -- --	216	per mensem.
Workshop, -- -- --	658	
	874	per mensem.
Or	10488	per annum.

"It may be added that this project has obtained the warm sup- "port of the Military Board, of the Surveyor General of India, of "the Deputy Surveyor General, and of Lieutenant-Colonel Cautley, and "that its adoption has been strongly recommended by the Most "Noble the Governor General of India. to the Hon'ble Court of "Directors.

"*Fourthly.*—The formation of a Museum of Economic Geology. "The importance of a good Museum of this kind to students in Civil "Engineering is too obvious to need much comment. Here they "will find specimens of building material from all parts of the coun- "try. Building stones, clays for bricks or potteries, limestones, ma- "terials for metalling roads, &c. may all be arranged here according "to the localities in which they are found, or their adaptation to the

" uses for which they are designed. Here also the students may " learn in what positions, the substances of which they are in search " may probably be found, or by what indications their search for cer- " tain substances may be directed. Some collection of this kind, " which should be, as it were, an Index of the mineral resources of " the country in which the students will be employed, is almost a " necessary appendage to the Institution. The maintenance of the " Museum will involve but little expense beyond the building neces- " sary for its reception, unless hereafter it attain to a size and impor- " tance which it is unnecessary at present to contemplate. Room " has been assigned for the Museum in the proposed additions to the " College buildings.

" *Fifthly.*—The erection of an Observatory for instruction. " This will be of great use in familiarizing the students with the use " of Astronomical and Meteorological Instruments, and in teaching " them how to conduct the ordinary observations in Astronomy and " Meteorology. The importance of good training in the former " science, for all those destined for employment in the Survey Depart- " ment, is evident. The observations in Meteorology, which have " lately been conducted with so much care, and at a large expense, in " the Magnetic Observatory at Simla, and in many other similar " Observatories, which have been established at different places on " the surface of the earth, show what great importance is now attached " to the cultivation of that science. This Observatory, when once " established, will cost little in its maintenance. The charge will con- " sist in the expense of the building and of the instruments. The " Observatory will be detached from the College, and is estimated to " cost Rs. 2500; the Instruments need not be of great value, and it " is probable that many can be supplied from the Trigonometrical Sur- " vey, and from the Simla Magnetic Observatory. The sum of " Rs. 6000 may be supposed sufficient to meet this charge for " instruments.

" *Sixthly.*—The maintenance of metal and stone Printing Presses, " with a book-binder's establishment, and all that is necessary for " the publication of scientific works, with appropriate drawings and " illustrations. It is impossible to attach too much importance to " this branch of the project. Civil Engineers in India conduct their " operations over a large extent of country. They work often alone, " tied down to particular spots, and debarred from those rapid means " of communication, which would enable them freely to interchange " their ideas with others, and add to the value of their own labors, " by the experience of their fellow-workmen in other parts of the " country. Printing and publication are the best means by which " the profession can be made acquainted with what is doing beyond " their own sphere, the mode in which it is done, and the cost at " which it is accomplished.

" Again, works of instruction are much wanted, both in English, " suited to the peculiarities of the country, and in the Native lan- " guages, embracing the very rudiments of the science. Already has " a most important commencement been made in this branch of " operations. Treatises have been drawn up and published both in " English and Oordoo, on some of the most important processes of " Engineering or Architecture in this country, and many translations " into Oordoo, of the most useful and popular English works on the " science, are now in hand.

" But the establishment must be complete in all its branches. " Lithography affords facilities for the multiplication of Diagrams, of " Plans, and of Maps. Wood-cutting will probably be attempted " for the greater facility of showing Diagrams in the midst of letter- " press. Book-binding is necessary for the preservation of the works " which may be printed. All these appliances must be provided on " the spot, so that the work may proceed without interruption.

" A commencement has already been made in this Department. " The Printing Presses, which were attached to the Simla Magnetic " Establishment, have been transferred to Roorkee College, with an " Establishment costing Rs. 268 per mensem. Lithographic Presses " and stones are now being procured, and the whole Department, when fully established at Roorkee, will involve a monthly charge of Rupees 1346. A building sufficient for the present requirements of the Press, which will form part of the new proposed College Edifice, is now nearly completed. The cost of this will be included in the estimated charge for the " New College building, which is given hereafter.

General Superintendence,	Rupees	365
Typographic Department,	,,	462
Lithographic ditto, ..	,,	340
Book-binding, ...	,,	179
Per mensem, ..	Rupees	1346
Or Per Annum,	,,	16152

" *Seventhly.*—The enlargement of the College building and Estab- " lishment to meet all the above purposes. A fine design for the new " College has been furnished by Lieutenant G. Price, 1st Bengal " E. F., an Assistant Engineer in the 1st Division of the Ganges Canal " works. The estimate for this building is Rs. 86,500, to which must " be added Rs. 5000 for book-shelves and furniture, making in " all Rs. 91,500.

" The number of Scholars in the 1st Department need not be " increased, for the number of persons who can reach the high stand- " ard required for admission, is never likely to be large. The Mili- " tary students of the 2nd Department ought certainly to be doubled, " as has been recommended by the Commission on Public Works. " The number of Stipendiary students in both Divisions of the 3rd

" Department may also well be doubled, as the demand for such men " is great.

" It will be necessary to provide additional bungalows for the " Officers of the army, who may resort to Roorkee for the purposes " of study; but as the expense of these buildings will be covered by " the rent which the occupants will be required to pay, no separate " account of the charge need be taken. Barracks however must be " provided for the additional number of Military students in the 2nd " Department, and as Roorkee is itself an inconsiderable Village, suit- " able accommodation must be found for the Scholars in the 3rd " Department, and for other Natives, who may of their own accord " resort to the College for the purposes of study and instruction. " The cost will be—

For the barracks and furniture, -- -- --	Rs.	13740
For the Native houses, -- -- -- -- -- --		7200
Total Rupees		20940

" The present Establishment of Teachers is inadequate for the " instruction of more than the present number of students. If the " number of students is increased, the number of Teachers must be so " likewise. It may be assumed that, excluding the Principal, the " greatest part of the establishment must be doubled. The present " establishment is somewhat increased from that which was sanction- " ed on the first formation of the College. It may now be stated " thus:—

" Principal (Staff Salary), -- -- -- -- --	Rs.	600
" Under Masters, -- -- -- -- -- -- -- --	,,	670
" 8 Scholars in the 1st Department, at 40, -- --	,,	320
" 8 Ditto 1st Division 3rd Department, at 10, --	,,	80
" 16 Ditto 2nd ditto 3rd ditto at 5, -- -- --	,,	80
" Writers, Servants, &c. -- -- -- -- --	,,	185
" Servants for 2nd Department, -- -- -- --	,,	74
Per mensem, Rs.		2,009

" No allowance need be made for the increased expense, consequent " on the proposed increase of students in the 2nd Department, to " double the present amount, beyond that which is necessary for " servants, under which head are included Cooks, Washermen, &c. " The charge then on the proposed enlarged scale would stand thus:

" Principal (Staff Salary), -- -- -- -- --	Rs.	600
" Under Masters, -- -- -- -- -- -- --	,,	1340
" 8 Scholars in 1st Department, at 40, -- --	,,	320
" 16 Ditto 1st Division 3rd Department, at 10, --	,,	160
" 32 Ditto 2nd ditto 3rd ditto at 5, -- -- --	,,	160
" Writers, Servants, &c. -- -- -- -- --	,,	370
" Servants, &c. for 2nd Department, -- -- --	,,	148
Total per mensem, --	Rs.	3098
Or per Annum, --	,,	37,176

" It remains now to collect together the several items of charge, " and to show what will be the total expense to the Government of " the scheme now proposed. The original cost of the buildings, " furniture, &c. may be thus stated:—

" Buildings, already erected as given (in para. 22),	Rs.	35,277
" Estimated cost of New College, including Depôt " for Instruments, Museum, Printing Presses, " &c. (vide para. 60,) -- -- -- -- --	,,	91,500
" Observatory building and Instruments (vide " para. 55), -- -- -- -- -- -- --	,,	8,500
" Barracks and Accommodation for the 2nd and 3rd " Departments (vide para. 62), -- -- --	,,	20,940
	Rs.	1,56,217

" The above original outlay may be represented by an annual " charge of 10 per cent. to cover interest and repairs. The annual " charge will then stand thus:—

" Ten per cent. on original outlay for interest and " repair, -- -- -- -- -- -- -- --	Rs.	15,622
" College Establishment (vide para. 63), per " annum, -- -- -- -- -- -- --	,,	37,176
" Depôt for Instruments and Workshop (vide " para 52), -- -- -- -- -- -- --	,,	10,488
" Press Establishment (vide para. 59), -- --	,,	16,152
" Village Schools and Inspectors (vide para. 47),	,,	4,460
" Probable contingencies, including books for Li- " brary, -- -- -- -- -- -- -- --	,,	6,000
Total per annum,	Rs.	83,898

" In seeking to justify the expenditure of so large a sum on an " establishment for the purposes of education, there is no desire to " undervalue science on its own account, or for the social and indus-

"trial improvement which it may effect amongst the people of the "country. It is evidently impossible that an agency, such as it is "designed to connect with Roorkee College, should be brought into "exercise in the midst of the dense population of the Northern "Doab, without materially improving the social condition of the "inhabitants. The certain discoveries of modern science would be "substituted for the crude and mistaken notions which now prevail on "all subjects connected with Natural Philosophy. The people would "have daily before their eyes some of the greatest achievements of "scientific skill, and they would be taught the steps by which that "skill is acquired, and the means by which it is brought into opera-"tion. A stimulus will be given to the native mind, which cannot "fail to be highly beneficial. This is in itself an object worthy of the "aim of a great Government. It is a purpose for which the State "has appropriated large sums of money in all parts of the country."

The Governor General, in a letter No. 311, dated 6th September 1851, recommended the entire proposal of the Lieutenant-Governor as detailed above, for the favorable consideration of the Hon'ble Court, and in July 1852, a reply* was received through the Government of India, conveying the sanction of the Hon'ble Court to all the propositions, in the following terms:—

* No. 586, dated 16th July.

PUBLIC DEPARTMENT.

No. 23 OF 1852.

Our Governor General of India in Council.

Para. 1st.—In the letters noted in the margin, the Governor General submits to us various proposals made by the Lieutenant-Governor of the North Western Provinces, for increasing the efficiency of the College of Civil Engineering, recently established at Roorkee, in the Saharunpoor District, and solicits our sanction to the proposed measures.

Governor General's letter, dated 10th September, No. 4, 1850.
9th June, No. 5, 1851.
25th ditto, No. 6, 1851.
8th September, No. 10, 1851.
15th October, No. 11, 1851.
Proposed enlargement of the College of Civil Engineering at Roorkee.

2nd.—The College, as originally constituted, provided for the gratuitous education and maintenance of a limited number of students, consisting of the three following classes; viz. 1st, Candidates for the appointment of Sub-Assistant Executive Engineers; 2nd, European Non-commissioned Officers and Soldiers, to be trained for the office of Overseers and Assistant Overseers of Public Works; and 3rdly, a Vernacular Class of Native youths who may look forward to employment in the subordinate branches of Engineering and Surveying. Provision

was also made for the case of persons who might wish to resort to the College for instruction, and who might be willing to support themselves at their own cost. These arrangements received our sanction on the 28th March 1849.

3rd.—Some addition has since been made to the number of students in the third of the abovementioned classes, and the Lieutenant-Governor now proposes, in addition to a still further increase in the number of stipendiary pupils, and of pupils in the 2nd Class, the following measures for rendering the College more efficient, and for enabling it the better to meet the calls of the Public service for all classes of Civil Engineers:—

1st. The admission of Officers, both of the Queen's and the Company's Army, to study at the College.

2nd. The improvement of the Village Schools in a circle of 40 or 50 miles round Roorkee (in order to provide pupils for the 3rd or lowest Department of the College).

3rd. The establishment, in connection with the College, of a Depôt of Mathematical and Scientific Instruments, and of a workshop of their manufacture and repair.

4th. The formation of a Museum of Economic Geology.

5th. The erection of an Observatory for instruction.

6th. The maintenance of Printing Presses, with a Book-binder's Establishment, and with other facilities for the publication of scientific works, with appropriate drawings and illustrations.

7th. The enlargement of the College Buildings and Establishment, to meet all these purposes.

4th.—The amount originally sanctioned for the expenses of the College was Rs. 19,000 for the buildings, together with the annual sum of Rs. 23,268 for the current expenses. The actual outlay on the buildings, has up to this time amounted to rupees 35,277, and the present cost of the establishment is at the rate of Rs. 24,108 per annum. The measures now proposed will involve a further outlay of rupees 1,20,940 for the erection of buildings, and the provision of furniture and fittings, and the future annual cost, including a charge of Rs. 15,622 for interest on the capital expended, and for annual repairs, is stated at Rs. 89,898.

5th.—In the printed summary, which accompanied the Governor General's letter of the 8th September, and in which the above recom-

mendations are embodied, we find exhibited in succession, the existing want of systematic training for Civil Engineers in India; the works which are likely for many years to call for an unusually large supply of well-trained Engineers for revenue purposes, as well as for the construction of roads, bridges and canals, the success which has hitherto attended the establishment of the Roorkee College, and the grounds on which each of the proposed measures is supported, together with a forcible statement of the reasons which are believed to justify the charge which they will entail on our finances.

6th.—We fully agree with the Lieutenant-Governor as to the importance and ultimate economy of having a well-trained agency, sufficient in all its branches to execute the various great and important works which he enumerates and of the measures proposed for making the Roorkee College effectual in raising up such an agency. One of the most important, and at the same time most expensive, is the formation of a Depôt of Scientific Instruments, and of a workshop for their repair and manufacture. This measure, though it will doubtless promote to a great extent the objects of the College, by familiarizing the students with the uses of the various Instruments, is at the same time one of such obvious utility, and is likely to prove so economical both as regards the safe custody and the easy repair of instruments in constant use, that we should be prepared to sanction it without any regard to the increased efficiency of the College. The various other measures seem to have been well considered, and to be well adapted to secure the object in view.

7th.—We accordingly give our sanction to the expenditure which will be necessary to carry out the plan of the Lieutenant-Governor.

8th.—While we have been mainly influenced in authorizing this large outlay, by the considerations placed before us by the Lieutenant-Governor, arising from the advantages to the public service, and the general benefits to the people, which may be expected from placing the College on a thoroughly efficient footing, we hail with much satisfaction the means which the Institution, on its extended plan, will afford to the native youths, of qualifying themselves for the service of Government in a way which is, to a great extent, new to them, but for which, so far as they have been tried, they have manifested a perfect aptitude. It is evident that the extent to which we may be able to authorize measures, having for their object the moral and physical good of the people, and the development of the resources of the country, must depend on the economy observed in carrying each particular measure into execution. We feel assured that the Lieutenant-Governor is fully alive to this consideration, and we rely with confidence on his using every exertion to confine the ultimate expenditure on the Roorkee College within the limits of the present estimates.

9th. We must remark, in conclusion, with reference to the observations of the Governor General as to the attendance of our Military Officers at the College, that we cannot consent on this account to grant any exemption from the rule limiting the number of Officers absent from their Regiments, and that we approve of His Lordship's requirement that the prolonged residence of any Officer in the College should receive the previous sanction of the Government.

10th. With respect to the erection of Bungalows for the Officers, we see no objection to the erection of them, as you propose, to the number of *six;* some experience of the working of the plan will show if more would be desirable, but in that case a previous reference to us should be made.

We are, your affectionate friends,

(Signed) J. W. HOGG AND OTHERS.

London, the 2nd June, 1852.

In order to bring into effect the sanction thus accorded to the proposed plan, the Lieutenant-Governor was pleased to issue the following instructions to the Principal:—

No. 1553.

FROM

W. MUIR, Esq.,

Secretary to the Govt. of the North Western Provinces,

To

CAPTAIN J. R. OLDFIELD,

Principal of the Roorkee College.

Dated Agra, the 13th August 1852.

SIR,

I am desired to forward for your information, the annexed copy of a despatch from the Hon'ble Court of Directors, No. 23, Public Department, dated June 2nd, 1852, according their sanction to the increase of the Roorkee College establishment, which was proposed in the printed account of 1851.

2. In communicating to you such instructions as seem to be called for on this occasion, the order of subjects observed in the printed account, and in the 3rd para. of the Court's despatch, will be followed.

3. On this subject the Supreme Government will be immediately addressed, and the result will be hereafter communicated. The appearance in General Orders, in the Military Department, of Rules somewhat of the tenor of those given in para. 42 of the account, will be sufficient intimation to you of the final adoption and enforcement of this part of the scheme.

Firstly.—The admission of Officers, both of the Queen's and Company's army, to study at the College.

Secondly.—The improvement of the Village Schools in a circle of 40 or 50 miles round Roorkee.

4. Your operations in this department are, for the present perhaps, pushed nearly as far as you can conveniently superintend them. Your present establishment is—

1 Zillah Visitor, -- -- -- -- --	Rs. 75
3 Pergunnah Visitors, @ 20, -- --	,, 60
3 Schools, @ 10, -- -- -- --	,, 30
Per mensem, --	Rs. 165
Per annum, --	,, 1980

5. You will understand, from the tenor of the Resolution of February 9th, 1850, that the maximum sum of Rs. 4460 is not to be reached for some time. You will be pleased cautiously to propose an extension of the scheme, as you feel yourself able to superintend it efficiently, and as you have at your command a trustworthy agency for its prosecution. It may be observed that the terms of the proposal do not tie you down to the limits of the Saharunpore pergunnah. It is desirable that you restrict your operations, for the time at least, within narrow limits, and you can open a 4th School in any convenient locality where you may think it required. You will derive much assistance from Mr. H. S. Reid's printed report, and the personal aid and advice of that able and energetic Officer will always be readily afforded to you. Prizes or rewards, to the aggregate amount of 500 Rs. per annum, should not be withheld from those whom you think deserving of them.

6. From the 1st May last the expense of these Schools will be charged to Roorkee College, and not to the Half Lac Fund.

7. The organization of the Workshop is under separate discussion with Colonel Cautley and the Government of India. As it will be attached to the Ganges Canal Workshop, your connection with it will mainly consist in the power of offering suggestions and advice regarding its operations. The formation of the Depôt must be postponed till the building for the reception of the Instru-

Thirdly.—The formation of a Depôt for the custody, and of a Workshop for the manufacture and repair of, Scientific Instruments.

ments is completed. Meanwhile you will take into your consideration the rules which will be requisite for procuring supplies of Instruments, for keeping them safely, and for issuing them. You will also have carefully to consider the accounts, which it will be requisite to keep. On all these points you should be prepared to make your proposals, as soon as the time approaches for opening the Depôt.

Fourthly.—The formation of a Museum of Economic Geology.

8. This must necessarily be postponed till the completion of the New College Building. The Museum in its first commencement at least should be strictly confined to the purposes of Instruction. The aim should be to collect specimens of products and materials, with which it is of importance that the pupils of the College be familiar, rather than with those which are objects of curiosity, or of rare practical utility.

Fifthly.—The erection of an Observatory for instruction.

9. This also is a part of the scheme which must, for the present, lie over till the most essential parts of the new organization of the College are complete. You will however be pleased to lose no time in determining the site for the Observatory, and in drawing up a design for the building. Lieutenant-Colonel J. T. Boileau will be immediately addressed, to ascertain what Meteorological Instruments belonging to the late Simlah Magnetic Observatory can be made over to the College, and Lieutenant-Colonel Waugh, Surveyor General of India, will be asked, if there are any instruments belonging to the Great Trigonometrical Survey, which can be advantageously lodged, or temporarily used, in the Observatory. You will be pleased to note that the Observatory is to be especially one for instruction. The Instruments need not therefore be of the most finished or expensive kind. In maturing your plan for the Observatory, and for the course of practical instruction which is to be given in it, you may with advantage confer with Lieutenant-Colonels J. T. Boileau and Waugh, who are known to take much interest in the subject.

Sixthly.—The maintenance of Metal and Stone-Presses, with a Book-binder's Establishment.

10. You have already made a good commencement, in the publication of Scientific works and papers. It is not intended that the press should be available to the public for general Job Work. The object of the establishment is to facilitate the publication of Scientific works in general, those printed by the Government having of course the preference. With this view, a Press Committee or Syndicate, consisting perhaps of the Director of the Ganges Canal, the Principal of the College, and the Executive Engineer of the first Division of the Canal, should be constituted, and their imprimatur, or the authority of the Government, should be borne on the title-page of every book published at the press. Forms, Circular Orders, or official pa-

pers of any sort connected with the Canal Department, may be printed on the requisition of the Director.

11. The organization of a good system of accounts will require mature consideration. As a matter of account, a strict profit and loss statement of all work done by the Press should be kept, the prices charged at the Secundra Press at Agra, being taken to fix your rates. According to this standard the price should be determined of all books which are to be sold. But it will not be necessary to charge to the different Government Establishments, which may require the services of the Press, more than the actual price of the paper used. The Book-binding Establishment must be conducted on similar principles. Government work should be executed for the mere cost of the material, and must have precedence of all other work; but individuals, and especially those in any way connected with the College or Canal Department, may have books bound at the fair trade price.

12. It is of some importance to place the illustrative department of the press on an efficient footing, so that it may be equal to the preparation of Diagrams, Maps, Plans and other illustrations. Lithography presents the easiest means of attaining this object, and ought to be well cultivated, but wood-cutting, copper-plate engraving, and other such arts, may also be introduced with advantage.

13. It must be made an invariable rule that two copies of every printed paper, which is not a mere form or notice, be sent to the Secretary of Government, North Western Provinces, as a matter of routine, for submission to the Lieutenant-Governor.

14. You are requested to submit such proposals as may seem to you best calculated to give effect to the views of the Government detailed above.

Seventhly.—The enlargement of the College Buildings and Establishment to meet all these purposes.

15. The Wings and rear Building are understood to be now nearly complete, and may be occupied in such manner as you think best. The main building should be commenced as soon as possible. These will be completed by Lieutenant Price, to whom instructions will be furnished through Lieutenant-Colonel Cautley.

16. The Bungalows, Barracks, and Building for Native Students are understood to be in progress, under your superintendence. You will be pleased to submit the bills for them as soon as they are completed. With regard to the bungalows, it is evident that para. 10 of the Court's letter refers to those which are designed for Officers of the Army, and of these no more than six should be erected without special sanction, accommodation being thus afforded for twelve Students of this class. But bungalows of the same description, for the reception of

non-stipendiary students of the 1st department may be erected to any extent which is required. Those already erected are understood to be occupied, and more, if necessary, may be built. No time however should be lost in commencing the six extra bungalows for Officers of the Army.

17. The Lieutenant-Governor is prepared to receive such proposals as you may wish to make, for the immediate increase of the establishment of Teachers, within the prescribed limits. Till the Burmese War is concluded, it cannot be expected that a second Engineer Officer should be attached to the College, as proposed in my predecessor's letter to the Government of India, dated 27th May 1851, but there is every hope that that part of the scheme will ultimately be realized. In framing your present establishment, a sum should be specially reserved for an appointment of this nature, and you are at liberty to submit to the Lieutenant-Governor, the nomination of any Engineer Officer whom you may think qualified for the purpose, as soon as you perceive that his services are available, without inconvenience to the State.

18. Before closing this letter, the Lieutenant-Governor desires me to draw your attention to the paramount importance of keeping accurate accounts of all transactions connected with the College. You will have receipts of more or less magnitude for the Instrument Depôt, the Press, the Bungalows, and from some of the Students for the Library, as well as large Disbursements. Every item of Disbursement and Receipt must be punctually shown, and such results furnished to the Revenue Accountant as he may require for incorporation in the general accounts of the Government.

19. As it is of importance that you be kept fully apprised of the measures of the Government relative to the College, I am desired to append to this letter copies of such other orders* as have been this day issued, in immediate connection with the subject.

To Secretary Government of India, Home Department, No. 1554.
„ Lieutenant-Col. P. T. Cautley, Visitor C. E. College, No. 1554.
„ Lieutenant-Col. J. T. Boileau, Superintending Engineer N. W. P., No. 1556.
„ Lieutenant-Col. A. S. Waugh, Surveyor General of India, No. 1557.
„ Officiating Accountant N. W. P., No. 2184.

20. Your proposals for the improved organization of the College should be forwarded through the Visitor, in order that he may have an opportunity of expressing his opinion upon them.

I have the honor to be, &c.

(Signed) W. MUIR,

Secretary to Government. N. W. P.

Agra, the 13th of August, 1852.

On the 27th of August 1852, Lieutenant-Col. Cautley addressed a letter to the Secretary to Government, the following extracts of which bear upon the new arrangements:—

"Paragraph 3rd. The few observations that I have to make, with reference to your 3rd Paragraph, shall be recorded in the order of the subjects treated of, both in the Hon'ble Court's Despatch, and in your and Captain Oldfield's letters.

Observations on the alterations and improvements proposed to be made in the College.

For the accommodation of these Officers, six bungalows, on the scale of those now in existence, are by your letter to Captain Oldfield, directed to be built. The only delay in the construction of these six bungalows, will arise from want of bricks, a species of material which is in such request at Roorkee, that it is doubtful whether the great demand can be met by a ready supply; measures, however, shall be taken with the Executive Officer of materials, to meet this demand, if necessary, by an enlargement of the manufactories. I presume, with Captain Oldfield, that this part of the Institution will be conducted on the same plan as the Senior Class at Sandhurst; that young men, under the rank of Major, will attend for a certain period, and after examination, be provided with a certificate of proficiency: the 9th paragraph of the Hon'ble Court's Despatch, in declining to sanction any exception from the rule limiting the number of Officers absent from Regiments, will, in all probability, render the immediate construction of bungalows for the accommodation of the Senior Class of less importance than that of the other buildings. I agree, however, with Captain Oldfield, that it is desirable to lose no time in making preparations.

1st. The admission of Officers, both of the Queen's and Company's armies, to study at the College.

My opinion is hardly called for here; nor am I able to judge of the value of Captain Oldfield's propositions, although, I doubt not, that they are fully worthy of consideration. Looking, as I do, with especial favor towards the 3rd Class of the College, as a field for the development of the most useful human material, I look to these Village Schools with the greatest interest, and to their advancement with the greatest hope.

2nd. The improvement of Village Schools in a circle of 40 or 50 miles round Roorkee.

This has been fully entered into in the Report which accompanied my Letter No. 2069, of the 30th December last, to the address of the Secretary to the Military Board. I would only observe here, that I hope and trust that the system adopted at Putney, and at the King's College, London, of theory and practice running

3rd. The formation of a Depôt for the custody, and of a Workshop for the repair and manufacture of, Scientific Instruments.

hand in hand, may be rigidly carried out in the Roorkee Institution; that the student in mechanics may, after his mathematical initiation, pass directly to the Workshop, and not only *see* but *make* the machines, the theoretical value of which he has been taught to appreciate; let him leave Roorkee with a Workshop knowledge of statics and dynamics, with an understanding of the values of iron, steel and metals used in construction, and with practical information as to the value of timber, and the method of making experiments not only on it, but on material in general. For this purpose there ought, when the College is sufficiently advanced, to be a room especially devoted to the Workshop of students, with instructions in the use of tools, and in the general art of manipulation; in the actual detail of the method of instruction, I would adopt that in use in the English Colleges, as by these means we should start with all the benefit of their practice and experience; instructions on this point might be obtained by reference to England.

4th. The formation of a Museum of Economic Geology.

I think that the remark made in my last paragraph, on the value of obtaining information as to the system adopted in the English Schools, would be applicable here; and that perhaps my connection with the Geological Society might be made use of, or what would be better, that Sir H. Delabeche might be requested by higher authority, to afford the necessary information: at any rate, there can be no doubt, that in the words of your letter to Captain Oldfield, "the aim should be to collect specimens of products and materials, with which it is of importance that the pupils of the College be familiar, rather than with those which are objects of curiosity or of rare practical utility." I consider, that next to a good geological series of rocks, with their attendant organic remains and minerals, models of strata, and a well-selected series of maps, for suspension on the walls of the Lecture Room, which are indispensable for instruction, a good collection of all the varieties of stone used for building purposes ought to be obtained, as the ground-work of this branch of the Institution. With the exception of the latter, viz. stone used in building, the collection of which will take time, the whole of the above may be easily procured. The building stones, of which there is a magnificent series in the Economic Geological Museum in London, were collected with great labor, and under all the difficulties of correspondence with distant and out-of-the-way places; and anxious as I was, when in England, to bring out duplicates for the Model Room at Roorkee, Sir H. Delabeche, who most kindly gave me both advice and aid, held out no hopes of procuring them, without going through the same trouble that he had done. It is possible, therefore, that I may hereafter, on my return to Europe, be of great use in procuring these most desirable acquisitions to the Economic Geological Department at Roorkee; I shall be happy to do so, to the best of my ability. This department will require a Professor, a Curator, (who might act as general

Librarian to the College,) and one or two subordinates; for the former, I should naturally look to the officer who performs the medical duties at Roorkee, supposing that his taste and talents lay in that way. The Professorship of Chemistry might, with great propriety, for the present at least, be combined with that of geology, and as the position of Roorkee, and the proximity of that place to the Siwalics and Himalayas afford one of the finest fields for developing the resources of this part of India, in its mineral products, he would have ample and noble scope for his exertions. The man for this appointment ought to be selected from those who have a natural taste and turn for the particular studies for which he is to be the Teacher and Lecturer. I consider that on this election, depends the existence and prosperity of the Museum, and I should be sorry to see either the one or the other defeated, by a false move in the original appointment. At present, however, I agree with Captain Oldfield, that one of the native students might, on a small salary, be employed in taking care of, and arranging the specimens which now exist; and these may, for the present, be placed in one of the side-rooms of a wing building.

5th. The erection of an Observatory for Instruction.

This question is properly before Colonel Waugh, Surveyor General of India, and Colonel Boileau, the officer lately in charge of the Magnetic Observatory at Simla.*

6th. The maintenance of Metal and Stone Presses, with a Book-binder's Establishment.

The Typographical Presses appear to be in good order, and in excellent hands. Captain Oldfield's proposal to gradually increase them, as demands for printing arise, appears to me to be a very desirable one.

The increase to the present Lithographic Department is certainly desirable, and at as early a date as possible; the Canal Department is desired to obtain all its forms from this Press, and in all probability, other departments in these Provinces will gradually avail themselves of its proximity. The illustrative portion of this department of the Press ought, I think, to be looked after, and carefully cherished. With Captain Oldfield's proposal in the Lithographic Department, I perfectly agree.

Wood-cutting, as (in my opinion) the neatest and best species of work for Diagrams, ought to be cherished perhaps with greater care, than even illustrative lithography. In the Himalaya Box, which is procurable on the northern slope of the Landour, or outer Himalaya range, we have material at hand for effecting our purpose with facility: a large log of this wood was sent by me to Lieutenant Maclagan in 1851, and specimens of engravings from this Himalaya Box were given by Doctor Alexander Hunter of Madras, who spoke of it as a good wood for the purpose in one of his periodicals. For plain line

diagrams, the art of wood-cutting is so simple, that I am convinced the students of the 3rd Class would very soon become adepts in it.

Copper Engraving would necessarily become a branch of the Roorkee Press, and ought to be cultivated, especially for maps, plans and line engravings.

The Book-binding Department is one which requires considerable skill, and in a country like this, where both climate and insects do their best to defeat the endeavors of the best London Book-binder, too much care cannot be given to the selection of its Superintendent. Captain Oldfield recommends a monthly increase of 20 rupees to Mr. Craven for this purpose, and I have no doubt that the recommendation is a good one.

With reference to the printing of scientific works, it appears to me that the constitution of a syndicate would be useful, as a guarantee for the merits of the publication; the opinions for votes of this syndicate ought to be sent to Government, and the Book ought, I think, to be published "under the authority of Government" noted in the title page.

The following points appear to be sanctioned by the Government:

1*st*. The Press is not intended to be available to the public for general Job-work.

2*nd*. The object of the Press is to facilitate the publication of scientific works in general, those printed by the Government having the preference.

3*rd*. Forms, Circular Orders, or Official Papers of any sort, connected with the Canal Department, may be printed at the request of the Superintendent of Canals, N. W. Provinces.

4*th*. Illustrative Engineering and Lithography in all their branches.

5*th*. Two copies of every Paper (not mere Forms or Notes) to be sent to the Government.

Educational Works would very properly be disposed of in the way pointed out by Captain Oldfield, viz. by retaining as many copies as were required for educational purposes, at Roorkee, and sending the rest to the Government Curator at Agra.

The accounts of the Press may, with advantage, be entirely managed by the Superintendent, under the eye of the Principal. I do not observe that Captain Oldfield makes any specific proposition on the Establishment, but I gather from his letter, that it is his intention to do so hereafter. There must be considerable detail in these accounts, although it is possible that the whole might come under the two heads of Estab-

lishment, either permanent or temporary, and "Contingent Charges:" an account current would exhibit periodical receipts and expenditure, and immediate payment for work done would here, as elsewhere, greatly facilitate the account keeping.

Remarks on proposed increase in Establishment.

4. With reference to the increase of Establishment of Masters, &c., Captain Oldfield proposes:—

1*st.* An Officer of Engineers as Assistant, or, as I understand, Professor of Mathematics and Civil Engineering, on a salary of 300 Rs. in addition to his Military income.

2*nd.* Head Master at present receiving 300 Rs. per mensem, to have an increase of 100 Rs., making his total monthly salary 400 Rs.

3*rd.* Drawing Master at present receiving 200 Rs. per mensem to have an increase of 50 Rs., making his total monthly salary equal to 250 Rs.

4*th.* An Assistant Master in the 2nd Department (a new appointment in which I believe Assistant Overseer Sexton is now acting) on 120 Rs. per month.

5*th.* A Moonshee to assist the Head Master at 10 Rs. per month.

6*th.* In the 3rd Class a third Master on 40 Rs. per month.

7*th.* In the 3rd Class, two of the senior pupils to be made Monitors, on an increase to their present salary of 10 Rs. a month each.

8*th.* An allowance of 20 Rs. per month to Mr. Craven for superintending the Book-binding Department.

9*th.* Increase to number of khalassies for surveying purposes, and chowkeedars for protection of public property.

Of the above, I shall only particularly refer to the 1st and 4th items, Captain Oldfield's recommendation of the others being sufficient to warrant the propriety of their adoption.

The following remarks were also received from the Principal, Captain Oldfield:—

1st. The admission of officers, both of the Queen's and Company's Army to study at the College.

3. The Senior Department of the Royal Military College at Sandhurst having suggested the organization of a similar class of students at Roorkee, I apprehend that the course of study to be adopted should be grounded on that pursued at Sandhurst, and that so much previous knowledge should be required as would enable the student to commence a course of surveying soon after his joining.

4. As the earliest admissions to this class are to be in March next, should materials be procurable, six bungalows may be expected to be ready by that time. The ground for them should be taken up at once, and compensation granted to the landholders.

2nd. The improvement of the Village Schools in a circle of 40 or 50 miles round Roorkee.

5. The existing Establishment seems to be sufficient for the present, with reference to my ability to superintend it. The Roorkee School has been useful in furnishing scholars to the 3rd Department of the College, and until some more permanent arrangement can be made, I recommend that when the quarters now occupied by the native students of the College are pulled down, part of the materials of the roof may be used in enlarging the present shed in use as a school room.

6. As regards the opening of a 4th School in the district, I am of opinion that a paid School master would be well placed at Munglour, and I am inclined to recommend that the School master of the best School in that populous place should receive the allowance of 10 rupees per mensem in addition to his present fees. I have directed special enquiries to be made into the Munglour Schools with this view.

3rd. The formation of a Depôt for the custody, and of a Workshop for the manufacture and repair of, Scientific Instruments.

7. As the Depôt cannot be formed until the buildings are further advanced, and as it is connected with the organization of a special department in the Ganges Canal Workshops, the subject may, with advantage, be postponed, and proposals respecting it be left for future and separate submission.

4th. The formation of a Museum of Economic Geology.

8. As soon as the wings of the New College are habitable, a small store-room may be set apart for the safe keeping of the collection already made, and a small sum given to one of the students of the College to take care of it, and assist in its arrangement, until its importance shall require the appointment of a Curator.

5th. The erection of an Observatory for instruction.

9. The assistance of Colonels Boileau and Waugh will be sought for, and a project submitted as soon as I am able to do so satisfactorily.

6th. The maintenance of Metal and Stone Presses, with a Book-binder's Establishment.

10. The Typographic Presses and Establishment were received from Colonel Boileau in excellent order, and require only to be carefully increased in number, to meet all demands that are likely to be made upon them. I propose to engage hands gradually, as good ones

may present themselves, and work is found for them, within the limits of the expenditure authorized on this account.

11. The Lithographic Press is still in its infancy. We have one large and two small Presses, and but a small assortment of lithographic stones: as there should be always one or two spare Presses, I recommend that two more be at once ordered from England, together with sets of lithographic stones for each, and if these are approved of, that the number be gradually increased to eight, an establishment for the working of six having been authorized.

12. An European Draftsman, who is provided for, will not be needed, but a Special Superintendent, either European or Native, thoroughly conversant with the work, will eventually be required for this department.

13. I observe that wood-cuts are used for diagrams in books printed at Allahabad and Calcutta, and that wood-cutting is taught in the Madras School of Industry: this art is so useful for the illustration of works on scientific subjects, that I propose to get an Artist in this department as soon as possible attached to the Roorkee College Press.

14. In the Binding department, I am in hopes of getting a good Master Binder, (a Native,) and as Mr. Craven, the Head Printer of the Roorkee Press, is acquainted with this art, and is a very deserving steady man, I recommend an allowance of 20 Rs. per mensem to him in this department as Superintendent of it.

15. With reference to the formation of a Press Committee, it will only be requisite that a few simple rules be laid down for my guidance. One thing will be requisite, viz. that everything intended to be printed, shall be fairly and fully written out, and then submitted to the Members of the Committee for their sanction, before being put into the Printer's hands.

16. The accounts of the Press are in the hands of the Superintendent, and the Rules laid down in paragraph 11 of your letter shall be strictly followed; bills for paper, and all charges will be debited to the Press, and credit taken for all work done, at fixed rates.

17. Educational Works, except as many copies as may be required for College use, will be sent to Government Curator of such works at Agra, and no charges made for either paper or printing.

The following Extracts from the orders of the Lieutenant-Governor, upon the reports of Colonel Cautley and Captain Oldfield, will show the points which received the sanction of the Government:—

3. This will be further treated of hereafter, when the orders of the Most Noble the Governor-General in Council have been received on the subject. The commencement of the bungalows is approved.

1. The admission of Officers of the Army to Roorkee College.

4. An allowance of 10 Rs. from Government to the best Village School master in Munglour is sanctioned for one year. At the close of that time, its continuance to the first incumbent or transfer to a rival School master, or its bestowal on an entirely new Teacher introduced from another part of the country may be made dependent on the exertions and the ability of the several School masters in the village. A good Native Vernacular School-house should be erected in the village of Roorkee, as soon as possible.

2. The improvement of the Village Schools.

5. You will be separately addressed on this important subject of the Workshop and Depôt for Mathematical Instruments as soon as a reply is received from the Supreme Government to the reference already made there. Your views on the practical instruction to be given in the Workshop to the College student, entirely meet the concurrence of the Lieutenant-Governor.

3. Workshop and Depôt for Mathematical Instruments.

6. The Lieutenant-Governor looks with confidence to your most valuable aid in the organization of this department of the College. It may be remarked that the most valuable contributions to the Museum must be made from this country. It is evident from the articles noted in the margin that the subject has not been altogether lost sight of hitherto, but it is hoped that the researches on the subject made from the Roorkee College will be more methodical and complete than have yet been attempted. It occurs to His Honor that much assistance would be rendered to the cause if you, at your leisure, could compile a paper of instructions, explaining what kind of specimens and what information regarding them was required in each class of mineral or vegetable substances used as materials in building. Such a paper, if printed and extensively circulated, would tend to facilitate the operations of those who are able or willing to further the object in view. The Lieutenant-Governor recommends to your special care this very interesting department in the College. It may evidently be made the means of extensively developing the resources of the country. An eminent practical Geologist, fixed at the Roorkee College with a well furnish-

4. The Museum of Economic Geology.

On Building Stones, Art. 10, No. 2, p. 87, of printed Selections.
On Kunkur, Art. 36, No. 7, p. 105, of ditto.
On Woods in Central India, Art. 57, No. 11, p. 266, of ditto.
On Clays in Central India: see letter to Principal Roorkee College, dated 31st October 1851.

ed Museum at his command, and able to expound the principle of the science clearly to the students, who may be expected to assemble there, could not fail to exercise a most favorable impression on the efforts of the Government to turn to a beneficial use the many valuable materials which nature has lavishly scattered over the face of the country.*

6. The Presses.

8. Captain Oldfield's proposals regarding the Typographic Presses are approved. The establishment will be gradually increased, as he may recommend within the limits now sanctioned by the Hon'ble Court.

10. Wood-cutting has been lately commenced at the Secundra Orphan Press, and can probably be introduced without much difficulty. A store of Himalayan box-wood should be laid in without delay, as the quality of the wood depends much on its being cut at the proper time, and well seasoned.

11. An allowance of 20 Rs. per mensem to Mr. Craven is sanctioned, for the Superintendence of the Book-binding Department.

12. You have rightly understood the wishes of the Government regarding the operation of the Press.

7. The College Buildings and Establishment.

13. The Lieutenant-Governor has seen, approved and returned, the revised design for the main building of the College. The estimate will receive immediate attention, and it is hoped that it may be early submitted.

14. The Establishment noted in the margin is approved, and will have effect from the 1st of September. The Principal will fill up the new appointments as he thinks proper. The Lieutenant-Governor is prepared to recommend the transfer of Lieutenant Walker from the Canal Department to the College, as an Assistant to the Principal, whenever the vacancy he will leave can be filled up.†

Head Master, Mr. Bingham, 300, ...	400
Drawing Master, Mr. Scotland, 200, ...	250
Assistant Head Master, 2nd Department, ..	120
3rd Master, 3rd Department, ...	40
Moonshee, in 2nd ditto, ...	10
Two Monitors in Drawing Class, at 10 each,	20
500	840
	500
Increase per mensem, Rs. ..	340

* The Government of India was addressed on the subject, which is now under the consideration of the Hon'ble Court of Directors.

† This was subsequently arranged under the sanction of the Government of India. He was appointed on the 16th December 1852, Assistant to the Principal, on a staff salary of 300 Rs. per mensem.

APPENDIX.

APPENDIX A.

INDORE SCHOOL.

THE following is the substance of a report of the Indore School, and of the operations of the Printing Press connected with it, during the year 1852, furnished by the Head Master, Suroop Narain, to Mr. Hamilton, the Resident at Indore.

The school was originally maintained by certain profits derived from the exportation of Opium, which proved an irregular and uncertain source of payment. His Highness the Maharajah was, however, lately pleased to make a grant of Rs. 500 a month towards its support. Though this circumstance has removed all apprehension regarding the failure of the school resources, yet the sum allowed is only equal to the current expenses of the establishment, and the means for procuring a suitable library and scientific instruments, things so essential to the efficiency of an Educational Institution, are still wanting.

In the year under review, the average attendance of pupils was 365, though the number registered was as follows:—

In the English Department,	51	Boys.
In the Hindee ,,	135	,,
In the Sanscrit ,,	44	,,
In the Persian ,,	135	,,
In the Marathee ,,	103	,,
Total,	468	Boys.

The increase in the number of scholars belonging to the Persian department (from 115 to 135) was owing to the energy and diligence of the first Persian teacher.

The senior students seldom continue in school long enough to study the higher branches of knowledge. They are usually withdrawn, as soon as they are considered competent to assist their parents in keeping their shop accounts, and in copying their papers, &c.

On the 25th of May 1852, His Highness the Maharajah, with the principal members of the Durbar, visited the school unexpectedly, and was highly pleased with the progress of the pupils of the higher classes, and the diligence of their teachers. On leaving, he expressed his satisfaction in the following terms:—"In Native States, most of those Institutions that are not immediately tended by the Chief, are found to decline, but though I have not visited the school for the last seven months, yet every thing has gone on well and satisfactorily."

At the late public examination, the first English Class was examined in Sir John Malcolm's Central India, Addison's Spectator, Addison's Cato, and Algebra. In Algebra, the boys had read as far as Quadratic Equations. The more advanced classes in the Hindee and Marathee departments had, in addition to their Vernacular studies, been instructed in Geography and Algebra. His Highness the Maharajah expressed his entire satisfaction at the manner in which the classes generally had acquitted themselves.

Fifteen of the students received scholarships, averaging from seven to two rupees a month, and amounting altogether to Rs. 54.

The following statement will show the manner in which the scholarships were distributed:—

English Department,	-- -- -- -- -- --	5
Persian ,,	-- -- -- -- -- --	4
Sanscrit ,,	-- -- -- -- -- --	2
Marathee ,,	-- -- -- -- -- --	4
	Total, -- --	15

The general examination took place on the 2nd of November, when the Resident, with four or five other Gentlemen, visited the school, and examined the first English Class, and having expressed his satisfaction, distributed prizes and scholarships among the most deserving of the pupils. In addition to the 15 students, who received scholarships, books to the amount of Rs. 220 were distributed among 227 pupils.

Statement showing the number of Pupils discharged, and admitted during the official year 1851-52.

Departments.	*Number of Pupils standing on the list at the last Examination.*	*Number of those that left the School in 1852.*	*Remaining.*	*Newly admitted.*	*Total remaining at the end of October 1852.*	Remarks.
English, ...	60	36*	24	27	51	* Four of these, Chimna, Ragho, Oosman and Winket Roy, have got suitable employment.
Sanscrit, ...	44	24	20	24	44	
Hindee, ...	115	77	38	97	135	
Persian, ...	165	96	69	66	135	
Marathee, ...	84	49	35	68	103	
Total, ..	468	282	186	282	468	

1. Chimna, Teacher to the Chief of Silana, at 30 Rs.
2. Ragho, ditto ditto ditto of Jhabooa, at 25 Rs.
3. Oosman, Writer in the Residency Office, at 10 Rs.
4. Winket Roy, Writer.

Establishment of the Indore School, as standing on the 1st of November 1852.

Names.	Rank.	Amount of Pay.
Pundit Dharum Narain, ...	English Teacher, ...	100 0 0
Pundit Praim Narain, ...	Ditto ditto, ...	50 0 0
Moulvee Mohumed Hussain, ...	Persian ditto, ...	75 0 0
Moulvee Hussain Khan, ...	Ditto ditto, ...	25 0 0
Narain Shashtaree, ...	Sanscrit ditto, ...	75 0 0
Nur Singh Shashtaree, ...	Ditto ditto, ...	25 0 0
Madh Row Gooroo, ...	Marathee ditto, ...	25 0 0
Ramchunder Punth, ...	Ditto ditto, ...	10 0 0
Gagun Nath, ...	Hindi ditto, ...	15 0 0
Bahrou Purshad, ...	Ditto ditto, ...	10 0 0
Ramchunder, ...	Paid English Scholar, ..	5 0 0
Kishen Bhawa, ...	Ditto ditto ditto, ..	4 0 0
Sukharee, ...	Ditto ditto ditto, ..	3 0 0
Wasedane, ...	Ditto ditto ditto, ..	3 0 0
Gopalchunder, ...	Ditto ditto ditto, ..	2 0 0
Shaikh Mooneer, ...	Persian Scholar, ...	7 0 0
Basheer-ool Zaman, ...	Ditto ditto, ...	5 0 0
Ali Bahadoor, ...	Ditto ditto, .. .	5 0 0
Mohumed Khan, ...	Ditto ditto, . ..	2 0 0
Ragho Shashtaree, ...	Sanscrit ditto, .. .	5 0 0
Kashee Nath, ...	Ditto ditto, ...	2 0 0
Kishun Abhasee, ...	Marathee ditto, ...	4 0 0
Kishun Roognath, ...	Ditto ditto, ...	3 0 0
Kishun Pooree, ...	Ditto ditto, ...	2 0 0
Ramchunder Vinaic, ...	Ditto ditto, ...	2 0 0
Mungul, ...	Farash, ...	5 0 0
Rumzanee, ...	Bhistee, ...	5 0 0
Winauk, ...	Water Bearer, ...	5 0 0
Sweeper, ...	.. ..	4 0 0
Stationery, ...	.. ..	10 0 0
	Total, Rupees	496 0 0

THE PRINTING PRESS.

The Printing Press, whose operations were to a certain extent connected with the School, had successfully contended against a variety of obstacles, and continued to support itself from its own resources. Since its establishment in 1848, 10,268 copies of different works had been sold in various parts of the country.

The receipts from November 1851 to the end of October 1852 were:—

From the sale of Books,	--	1348	3	4⅘
From the sale of Forms,	--	697	4	3
From Malwa Ukhbar,	--	806	12	10
From Miscellaneous Receipts,	--	1044	10	6⅕
Making a Total of Rs.	--	3896	15	0

The following Table will show the number of Books printed and sold during the year under review:—

	Books.						Forms.	Receipts on account of Malwa Ukhbar.
	Hindee.	Sanscrit.	Marathee.	Almanac.	Persian.	Total.		
	R. A.	R. A. P.	R. A.	R.	R. A.	R. A. P.	R. A. P.	R. A. P.
Printed in 1851-52,	1256 4	0 0 0	150 0	300	175 0	1881 4 0	629 2 6	806 12 10
Sold in 1851-52,	947 12	135 7 4⅕	87 1	166	12 2	1348 10 4⅘	697 4 3	806 12 10

Hindee works appear to have enjoyed the widest circulation, and Persian Books the smallest. The demand for works in Marathee was not so great as had been expected. The Superintendent of the Press observes:—"From the reports of our Booksellers, it would appear "that the largest number of books is purchased by the Rangras or Raj-"poots, who entertain a peculiar predilection for Hindee works contain-"ing light reading. Next to Hindee publications of this character "come the standard Sanscrit works, for which there has been a con-"siderable demand."

The following is a list of the principal publications issued from the Press during the past year:—

1. Memoirs of the Holkar Family in Hindee.

2. His Highness the Maharaiah's Journal of a Tour through Hindoostan.

3. 2nd Edition of the Singhasun Butteesee.

The Malwa Ukhbar, printed at this Press, had not yet obtained 80 subscribers.

Supplementary account of the Indore School, from the year 1848 *to* 1851.

From the year 1848 onwards, there has been a satisfactory increase in the number of pupils attending this school.

In 1848, when the Institution was comparatively in its infancy, the names registered were, in the

English Department,	--	--	--	50
Marathee ,,	--	--	--	80
Hindee ,,	--	--	--	55
Persian ,,	--	--	--	34
Sanscrit ,,	--	--	--	23
		Making a Total of	--	242

whilst the average daily attendance was 200. The returns for 1849 gave the following Totals:—

Names of Departments.	Total of Attendance.	Hindoos.	Mahomedans, &c. &c.	Average of Daily Attendance.
English, -- --	62	55	7	45
Hindee, -- --	72	67	5	50
Persian, -- --	60	20	40	51
Marathee, --	73	70	3	55
Sanscrit, -- --	36	36	0	27
Total, --	303	248	55	228

Showing an increase of 61 boys in the number connected with the School, and of 28 in the average attendance. A still further increase was reported in 1851. The details are as follows:—

English Department,	--	--	--	--	60
Persian ,,	--	--	--	--	165
Sanscrit ,,	--	--	--	--	44
Marathee ,,	--	--	--	--	84
Hindee ,,	--	--	--	--	113

making a total of 468 pupils, the average daily attendance having proportionately increased.

During the year 1851, the pupils of the English Department were sufficiently advanced to read Elphinstone's History of India, Addison's Spectator, Shakespear, the first six Books of Euclid's Elements, Algebra, and the use of the Globes. Their answers to questions out of these Books were generally clear and correct.

Subjoined is a Statement of the Establishment employed during the year 1848 :—

Pundit Suroop Narain, English Teacher, at --	Rs.	100
Madho Ram, 1st Marathee ditto, -- -- --	,,	15
Anund Row, 2nd ditto ditto, -- -- -- --	,,	25
Hossen Ali Khan, Persian ditto, -- -- -- --	,,	25
Nursing Shastaree, -- -- -- -- -- --	,,	25
Krishn Dutt, Hindee Teacher, -- -- -- --	,,	25
A Brahmin water-bearer, -- -- -- -- --	,,	5
A Bhistee, -- -- -- -- -- -- -- --	,,	5
A Furash, -- -- -- -- -- -- -- --	,,	5
A Sweeper, -- -- -- -- -- -- -- --	,,	4
Stationery, -- -- -- -- -- -- -- --	,,	10
Total, --	Rs.	244

This establishment having been found unequal to the proper working of the School, it was enlarged in 1849 :—

Pundit Suroop Narain, 1st English Teacher, --	Rs.	100
Pundit Dhurm Narain, 2nd ditto ditto, -- --	,,	100
Madho Row, 1st Marathee Teacher, -- -- --	,,	25
Moulvee Mahomed Hossen, 1st Persian Teacher,	,,	40
Hussen Khan, 2nd ditto ditto, -- -- -- --	,,	25
Jagun Nath, 1st Hindee Teacher, -- -- --	,,	15
Bharun Pershad, 2nd ditto ditto, -- -- -- --	,,	10
Narain Shastaree, 1st Sanscrit ditto, -- -- --	,,	40
Nursing Shastaree, 2nd ditto ditto, -- -- --	,,	25
Ragho, Librarian and Karkoon, -- -- -- --	,,	5
Brahmin water-bearer, -- -- -- -- -- --	,,	5
Bhistee, -- -- -- -- -- -- -- -- --	,,	5
Furash, -- -- -- -- -- -- -- -- --	,,	5
Sweeper, -- -- -- -- -- -- -- -- --	,,	4
Stationery, -- -- -- -- -- -- -- --	,,	10
Total, --	Rs.	414

Though the course of studies pursued had not up to 1851 arrived at the desired standard, still it is gratifying to know that the School has already sent out young men, who have been properly grounded in all that is necessary to constitute a sound practical education.

During the year 1848, the Establishment connected with the Printing Press at Indore was the following:—

1 Pressman, -- -- --	Rs.	25	per month.
1 Copyist, -- -- --	,,	15	,,
1 Spongeman, -- --	,,	9	,,
2 Workmen, -- -- --	,,	10	,,
1 Ditto, -- -- -- --	,,	4	,,
1 Duftree, -- -- --	,,	8	,,
1 Bhistee, -- -- --	,,	1½	,,
Total Rs. --		72½	

But as the operations of the Press soon began to extend, it became necessary to appoint a Superintendent on a salary of 100 Rs. per month, and employ a few additional workmen. During the first eight months of its existence it published

200 Copies of Seree Geeta, (Punch Ruttun.)
240 Ditto of Shive Lelamrit.
240 Ditto of Baital Pucheesee.
500 Ditto of Mahimn.
500 Ditto of a Sitooteer.
200 Ditto of Almanacs.

In 1851 the following Books were printed:—

300 Copies of Bidorniti.
300 Ditto of Rajniti.
200 Ditto of Bhogal Durpan.
200 Ditto of Marathee Grammar.
100 Ditto of Memoirs of Sewejee.
300 Ditto of Sabba Bilus, (2nd edition.)
200 Ditto of Baital Pucheesee, (2nd edition.)
200 Ditto of Ramdapee.
100 Ditto of Memoirs of Nund Raja.
300 Ditto of Virind Sut Sahee.
400 Ditto of Vishnoo Punjeer.
150 Ditto of Gian Purkush.
200 Ditto of Marg Kaira.

The total income during this year was Rs. 2132-0-8, and the expenditure Rs. 1996-7-6, leaving a balance in favor of the Press of Rs. 135-9-2.

APPENDIX B.

BUDAON SCHOOLS.

VERNACULAR EDUCATION IN BUDAON.

FROM M. H. COURT, ESQ.,

Deputy Collector of Budaon,

TO R. H. S. CAMPBELL, ESQ.,

Collector of Budaon.

SIR,

I have the honor to submit, for transmission through the proper channel, the following Report on the state of Vernacular education in the District of Budaon.

2. The investigations, from which the information I am about to give was derived, were, with your permission, made under my orders, and conducted by me during the year 1852, and I therefore hope this report will not be considered out of place, in consequence of its being drawn up during my temporary absence on leave.

3. By orders of Government North Western Provinces, No. 1286, dated 6th July 1853, a special grant of Rs. 600 was made for the entertainment for one year of a Zillah Visitor. Mr. H. S. Reid, Visitor General of Village Schools, kindly furnished us with Puharee Loll, one of his best Pergunnah Visitors, who in the early part of June 1852, was sent on a circuit of the District, with directions to ascertain the localities, classification, and number of the existing Indigenous Schools, statistical information of the teachers and scholars, and also to report on the character of each school, the qualifications of the teachers, as well as any other points bearing on the subject, that might present themselves. He was ordered to carry out in every respect the instructions furnished to him as Pergunnah Visitor by the Visitor General, to visit every school—to introduce himself to the proprietor or teacher rather as a friend than as an official,—but at the same time to satisfy himself that the information he gave was in every respect correct.

4. Puharee Loll, the man appointed, was employed on this work from June 1852, until the end of February 1853. At the commence-

ment the enquiry was attended with difficulties and opposition. A Government School was about to be opened at Budaon, and the teachers and proprietors of the Village Schools imagined that the object of the enquiry was to withdraw from them those scholars who paid for their tuition, to place them in the Government School and appropriate their payments and fees. Laboring under this idea, they declared they taught gratis, or else that their remuneration was far below what it really was; they concealed the number of the scholars, and in every way they exerted themselves to mislead. It was not until the object of the enquiry, viz. to ascertain and improve their condition, and to introduce a better system of tuition in their Schools was declared, not until they learnt the terms of admission into the Government School, (which will be hereafter explained,) or until they found themselves the recipients gratis of books and tuition, that they were satisfied. But from that time they generally aided rather than obstructed the Visitor in his labors, have supplied him with information, and, excepting the Koranee and Sanscrit teachers, have in very many instances gone to him for advice and tuition, to enable them to read and to teach books written in the Nagree character, of which they were before ignorant.

5. In the Appendix* will be found a Table showing the classification and number of Schools in the District. The population by the last census amounts to 8,45,868 souls. The number receiving education in the Village Schools is 1,473. There are, besides these, 109 boys in the Government School at Budaon, giving a total of 1,582 boys under tuition. Assuming that $\frac{11}{50}$ths of the population, *i. e.* 3,10,245 are under the age of fourteen years, and that of this number half are males, we have 1,55,123 boys under the age of fourteen, of whom 1,582, rather more than 1 per cent. are receiving instruction.

Table No. 1.

6. It must however be remembered that there are many who receive, what may be justly called, *private* education. Every, or nearly every putwaree, has one or two sons, whom he teaches at home. In like manner many of the Government officials, particularly the Kayuths, who are the most numerous, educate their children during their leisure, in hopes of being hereafter able to procure them Government employ. The former get quite as good, the latter a far better, education than they would get in the Village Schools. It is impossible to compute their number with any accuracy, but I do not think I am far wrong in estimating it at 1,200, assuming that 900 of these are taught by the 600 putwarees of the District. The remainder by the Government employées of the Sudder and Mofussil offices.

7. The 167 Schools exist in 85 towns or villages. In Budaon Khas, there are not less than 41. In Saheswan Khas, they number 18.

The following Table will show more minutely their distribution in the several Pergunnahs of the District:—

Name of Pergunnah.	*Number of Villages in which Schools are located.*	*Number of Schools.*
Budaon,	15	57
Oojhanee,	7	16
Saheswan,	7	24
Kote Salbuhan,	14	15
Asudpoor,	7	10
Rajpoorah,	3	4
Islamnuggur,	7	10
Bisowlee,	7	8
Sutasee,	5	6
Suleimpoor,	10	11
Ooseith,	3	6
Total,	85	167

8. The scholars are classified as follows:—

Mussulmans,	615
Brahmins,	162
Rajpoots,	88
Kayuths,	289
Bunneeahs,	112
Miscellaneous,	105
Absent on temporary leave,	102
Total,	1473

9. In two of the Schools, the office of teacher was vacant at the time of the enquiry. The aggregate age of the remaining 165 amounted to 6361 years, giving an average age to each of 38 years 6 months 18 days. Of these, five Persians, nine Sanscrit, one Hindee, two Koranee, total seventeen teachers, instruct gratis. One teacher receives from Government, under orders No. 3801, dated 30th August 1844, a sum of Rs. 240 a year for the maintenance of an Arabic and Persian School in the town of Budaon that had been established before our rule by the former Government. The aggregate pay of the remaining 147 teachers amounts to Rs. 8,012-10 per annum, giving an average to each teacher of Rs. 4-8-8 per month.

Pension on account Moorduris.

10. Having given these general returns, I will now proceed to notice in turn each class of Schools.

HINDEE SCHOOLS.

11. There are nineteen Hindee Schools in the District. The following Table will show their distribution, and the number of scholars attached to each name of Tehseel Division:—

	Schools.	*Scholars.*
Budaon,	8	76
Saheswan,	3	74
Goonour,	1	2
Bisowlee,	2	13
Datagunj,	5	26
Total,	19	191

12. During 1851, I ordered the tehseeldars to ascertain and classify the Village Schools in their respective divisions. The returns of these officers showed twenty-eight Hindee Schools. Of this number, six only were found by the Zillah Visitor to be in existence. Twenty-two had been broken up, whilst thirteen others had sprung up. The average period of existence of the Hindee Schools amounts to but three years, four months and nine days, as will be seen by the following Table:—

Name of Division.	*Total Number of Schools.*	*Aggregate period of existence.*			*Average period.*		
		Years.	Mths.	Days.	Years.	Mths.	Days.
Budaon,	8	33	9	0	0	2	18
Saheswan,	3	11	1	0	7	8	10
Goonour,	1	1	0	0	1	0	0
Bisowlee	2	15	0	0	3	6	0
Datagunj,	5	1	11	0	4	4	18
Total,	19	62	9	0	3	3	18

13. A more detailed return, showing the actual period of existence of these Schools, will be found in Table No. 2 of Appendix. The ephemeral nature of the Schools of this class is one of the great drawbacks to their usefulness as well as their advancement. The cause of their frequent change will be explained hereafter.

14. In Budaon Khas, there are two Hindee Schools, the remaining seventeen are located in as many distinct Villages. The only one of any notoriety is in Saheswan: it numbers fifty-four scholars.

15. Each School has its separate teacher. The teachers are classified as follows:—

Kayuths,	10	Rajpoots,	1
Brahmins,	7	Koormee,	1

16. The Brahmins are addressed as "Gooroojee," the Kayuths as "Lalajee." Their average age numbers 42 years, 3 months and 4 days.

17. One of the number teaches gratuitously. The following Table will show the description of payment, &c., and average amount received by the remainder;—

Name of Division.	Number who receive wages and customary fees from scholars.		Number who receive daily food and wages from scholars only.		Number who receive daily food and wages from proprietor only.		Number who receive daily food from proprietor and wages from scholars.		Total Number of Teachers.	Total receipts per mensem.	Average per mensem.
	Teachers.	Amount.	Teachers.	Amount.	Teachers.	Amount.	Teachers.	Amount.			
		Rs. As. P.		Rs. As. P.		Rs. As. P.		Rs. As. P.		R. A. P.	R. A. P.
Budaon, ...	5	12 13 0	1	3 8 0	1	2 0 0	0	0 0 0	7	18 5 0	2 9 10
Saheswan,	2	16 4 0	1	3 0 0	0	0 0 0	0	0 0 0	3	19 4 0	6 6 8
Goonour, ...	0	0 0 0	0	0 0 0	0	0 0 0	1	2 4 0	1	2 4 0	2 4 0
Bisowlee, ...	1	1 4 0	1	2 12 0	0	0 0 0	0	0 0 0	2	4 0 0	2 0 0
Datagunj, ...	2	3 6 0	3	9 0 0	0	0 0 0	0	0 0 0	5	12 6 0	2 7 7
	10	33 11 0	6	18 4 0	1	2 0 0	1	2 4 0	18	56 3 0	3 2 0

18. The pay of the teacher of the Saheswan School mentioned above, amounts to about Rs. 12 a month; this will make the average of the remainder about Rs. 2-9-7 per mensem. The teachers are generally residents of the village, pursuing other avocations; teach only during their leisure hours, and are on these accounts content with small compensation.

19. Their qualifications are unfortunately proportionate to their pay. With two exceptions, they were ignorant of the Nagree character. The letters they taught were a kind of abbreviation of the Nagree, and differed in form in nearly every school. Consequently the scholars (?) could only read their own writing, or that of their *co*-scholars. The *Pahara*, or Multiplication Table, was the subject

to which they paid most attention. It is most complete in its form, extending even to Multiplication of Fractionals by Fractionals up to 40. With these exceptions, the most simple account-keeping, connected with land and shop-keeping, was all that was taught. The character learnt was sufficient to enable the scholar to write and read his own writing, the account-keeping sufficient to enable him to record his accounts, and this was considered sufficient.

20. The scholars are mostly Brahmins, Mahajuns and Bunneeahs. A Table showing more completely their classification, will be found in Paper No. 3 of the Appendix.

21. There only remains to be noticed the prevailing defects of these Village Institutions, and the way in which these defects are remediable. The evils were—

1*st*.—Diversity of character taught.

2*nd*.—Ephemeral nature of the school.

3*rd*.—Non-qualification of teacher.

4*th*.—Want of proper books.

22. The first of these evils has been already in a great manner obviated. The teachers have been persuaded to substitute the Nagree, a fixed, for the Kayutee, an uncertain character. Most of the teachers were instructed by the Zillah Visitor during his residence in the village, and although, for want of time, the instruction imparted was necessarily very incomplete, still a move has been made in the proper direction, and if the appointment of the Zillah Visitor be continued, I have little doubt but that the reform will be completed.

23. The second evil is more difficult to cope with. With six exceptions, the Hindee School is established, and broken up in the following manner:—An influential man in the village, probably either one of the proprietors or the village banker, finds it necessary to give his probable successors some education. He calls for a teacher, and gets as many of his neighbors as he can to educate their children, and thus lighten his expense on this account. The boy learns as much as he thinks necessary in two years; he is then withdrawn, and the main source of subsistence of the teacher being at the same time withdrawn, the latter breaks up the school, and departs to another village. The means of receiving education is in this way taken away from the poorer classes who are unable, unassisted, to defray the expense attending it. It was shown in a former Table that the average period of a School's existence was a little more than three years, but the teachers

of these Schools have made teaching a profession, or rather part of it, for a period exceeding twelve years; viz.—

Tehseel Division.	*Teachers.*	*Total period of Teaching.*			*Average period.*		
		Years.	Months.	Days.	Years.	Months.	Days.
Budaon, --	8	74	0	0	9	3	0
Saheswan, --	3	34	0	0	11	4	10
Goonour, --	1	20	0	0	20	0	0
Bisowlee, --	2	31	0	0	15	6	0
Datagunj, --	5	77	0	0	15	5	6
Total, --	19	236	0	0	12	5	1

24. During the period of the existence of the School even, the attendance of the scholars is very irregular. The children of the land-holders are called away for some time preceding, during, and subsequent to, the spring and autumn harvests, to assist in the work of the fields. The children of the shop-keeping classes, though exempt from these interruptions, are called away more frequently to attend to marriage processions and religious ceremonies: these interruptions are fatal to any great or rapid progress in learning.

25. The establishment of Tehseeldaree Schools is the only remedy for these drawbacks that I can see. The Zillah Visitor was anxious that I should locate the teachers in certain large villages, where the children of residents within seven miles should attend for education; but I have rejected the plan, as at all events just now premature. It would not moreover be in my opinion attended with success, but rather with evil, as it would put a stop to the little that is taught. The interference would be distasteful, and parents would rather their children should be perfectly illiterate, than go to the trouble and expense of sending them any distance to acquire the *smattering* of knowledge they now obtain. I however hope to see the Budaon District brought under the Visitor General of Village Schools, and the consequent establishment of Tehseeldaree Institutions.

26. The third evil is being remedied in the same way as the first, by the gift of books, and where unresisted, by the supervision of the Zillah Visitor. The teachers in the towns are not so willing to subject themselves to supervision as those in the villages. The teachers

of the Schools established by landholders, putwarees and cultivators are the most glad of assistance. The Schools are held as follows:—

Tehseel Division.	*At house of Zemindar.*	*At house of Teacher.*	*At Dokan of Shopkeeper.*	*At Putwaree's house.*	*At house of Cultivator.*	*At places of Worship.*
Budaon, -- -- --	2	2	0	0	3	1
Saheswan, -- -- --	0	0	1	2	0	0
Goonour, -- -- --	1	0	0	0	0	0
Bisowlee, -- -- --	1	1	0	0	0	0
Datagunj, -- -- --	3	0	1	0	1	0
Total, --	7	3	2	2	4	1

27. The teachers who have permitted our supervision and adopted our system of teaching, have been allowed to send to the Government School any of their scholars who may wish to go there, without payment of fees, the teacher taking as usual any remuneration the parent has given or may give him. Their scholars are at their request examined, and, if sufficiently advanced, certificates showing the degree of proficiency (these they prize highly) are given. I have every hope that the teachers will, in another year, be better qualified.

28. 4th.—"Want of Books." With Hindee teachers more than Persian, particularly with the teachers of the Zemindar's and Putwaree's Schools, this is a great complaint. The books they call for are "Aksur Deepka," "Puthri Malika," Parts 1 and 2 of Ganit Prakash, and "Kshetra Chandrika." The teachers have been supplied with these. Now the demand for them from the teachers, as also from Putwarees, far exceeds the supply I could get from Agra or Dehlie. No circumstance can be more assuring than this; it is the greatest proof of what can be done, and it is the evil most easily remediable.

PERSIAN SCHOOLS.

29. In this, as in most, if not all other Districts in these Provinces, these Schools are more numerous. The matter taught is of a higher character, and the teachers are more qualified than in any other class of Schools.* They are more permanent in their character, but in proportion not so well distributed, as will be seen by the following Table:—

* *Vide* Appendix No. 5.

Tehseel Divisions.	*No. of Schools.*	*No. of Villages.*
Budaon, -- -- --	58	16
Saheswan, -- -- --	32	20
Goonour, -- -- --	13	10
Bisowlee, -- -- --	20	18
Datagunj, -- -- --	11	10
Total, --	134	74

30. The scholars muster 1134, giving an average of 8½ to each school. Of this number nearly one-half are Hindoos of different castes, the remainder being boys of the Mahomedan creed.

31. In Table No. 4 of Appendix, will be found a detailed classification of the scholars.

32. The teachers are mostly Sheikhs, and other classes of Mussulmans. The Mussulmans consider a Hindoo, even if qualified by education, objectionable as a teacher, on account of his faith. The teachers are classified as follows:—

Tehseel Division.	*Sheikh.*	*Saiud.*	*Mogul.*	*Pathan.*	*Sufedbaf.*	*Brahmin.*	*Kayuth.*	TOTAL.
Budaon, --	36	7	0	7	6	1	1	58
Saheswan,	23	2	0	2	0	0	5	32
Goonour, --	8	1	0	2	0	0	1	12
Bisowlee, --	11	1	1	1	0	0	5	19
Datagunj, --	6	0	0	1	0	0	4	11
Total, --	84	11	1	13	6	1	16	132

33. The average age of the teacher is 37 years 5 months and 16 days. In Budaon Khas, the teacher is addressed as Moolvee, in the mofussil as Khuleefajee, or Meeanjee.

34. One of the teachers receives, as mentioned, above a yearly allowance of Rs. 240 from Government; five teach gratis, the remaining 126 receive from the proprietors and pupils a monthly sum of Rs. 590-12-0, yielding to each an average sum of Rs. 4-11-0 per month. The modes of payment are as follows:—

62	Teachers receive food from proprietor, and pay from proprietor and scholar, equivalent to -- -- --	333	12	3
7	Teachers receive pay from boys only, equivalent to	13	8	0
10	Teachers receive pay from boys and proprietors, ditto,	40	5	3
4	Teachers receive pay from proprietors only, ditto, --	10	8	0
37	Teachers receive pay and food from ditto, ditto, --	161	9	0
5	Teachers receive pay and food from scholars, ditto,	28	2	0
1	receives food and clothing from proprietors, ditto,	3	0	0
126	Total, --	590	12	6

35. The teachers however receive small presents at festivals and other occasions. They are undoubtedly better paid, and better qualified than the teachers of the Hindee Schools. They make teaching more a profession, and their schools are located in the larger, wealthier, and more populous villages.

36.	Persian alone is taught in --	85	Schools.
	Persian and Arabic in -- --	3	,,
	Persian and Koran in -- --	40	,,
	Persian Arabic and Koran in --	6	,,
	Total, --	134	,,

37. The scholars of the Persian Schools commenced tuition at eight years, and have completed their education at seventeen. The period of learning is considerably greater than with Hindee scholars; they commence earlier, leave off later, and are more regular in attendance.

38. In the Appendix will be found a list of the Books most generally taught in the Persian Schools. The Mahomedans have naturally a taste for Poetry, Hyperbole and Figurative Prose. This taste is imparted to the pupils of their Schools, whether Hindoo or Mahomedan. The books they teach are of this class, and abound in matter objectionable, because conducive to immoral ideas, if not to immorality of conduct. The attempt to introduce books containing useful and practical information has not been so successful with them, as with the more simple, though less enlightened Hindoo. The former consider them tasteless and insipid, and though they acknowledge their utility, are less willing to adopt them. The latter adopt them with avidity, as containing matter, useful, or rather necessary for them to acquire. The above remarks apply more particularly to Schools where the Kuran, or Arabic is taught, and also to teachers of Schools in the towns of Budaon and Saheswan. A demand for the following Books by the teachers of the Village Persian Schools is gradually increasing, and there is great hope that in the course of time, they will substitute the useful, for the ornamental and immoral. The books are—

Tusheel-oot-talim.	Musbal-ool-Misahat.
Mobadee-ool-hisab.	Kholassah Tawareekh Hind.

39. Tables showing the actual and average period of existence of the Persian Schools, and the average period the teachers have made a profession of teaching will be found elsewhere.

SANSCRIT AND KORANEE SCHOOLS.

40. These are for the most part purely religious Schools. In the former, the pupil is taught the Sanscrit language, and is on this account superior to the latter, where the pupils learn to repeat

by-heart passages from the Koran, without understanding the meaning of what they learn. The teachers would not admit of any interference, neither is it an object to interfere with them. They do not now, and are not likely to be persuaded to, conduce to the useful education of the mass. I shall therefore content myself with giving the following statistics regarding them:—

41. The Koranee Schools number as follows:—

Budaon	Khas,	1 School, containing	8 scholars.
Sahestwan	Khas,	1 ditto, ,,	26 ditto.
Bisowlee	Khas,	1 ditto, ,,	6 ditto.
Total, --		3	40 scholars.

42. One of these receives 4 Rs. a month from the founder of the School, the other two teach gratis. The teacher is addressed as Hafizjee. Their average age is 45 years. The Schools are permanent in character. The present teachers have been attached to the School for the respective terms of 32, 25 and 2 years.

43. The Sanscrit Schools are distributed as follows:—

Budaon	Division	contains 6	with	27 scholars.
Saheswan	,,	,, 3	,,	46 ditto.
Datagunj	,,	,, 1	,,	24 ditto.
	Total, --	10		97 scholars.

44. The teachers are invariably Brahmins, and are addressed by the scholars as Gooroojee. Nine of the ten teach gratis; the tenth receives from the Zemindar of the village Rs. 1-8-0 per mensem. The teachers are generally attached to temples or other places of worship, from which they derive their living.

45. The Schools are consequently fixed in their locality, and the post of teacher descends to the heir or *chala* of the former incumbent. In two instances the pupils, besides being taught gratis, are fed and clothed, the school being in fact a charity school.

46. Four of the scholars are Hujams, the remainder are Brahmins. The Hujams practise Medicine and learn the Sanscrit, as they obtain from books in that language information relative to their profession, prescribed charms, &c.

47. The pupils generally enter at 13, and have not completed learning until 22 or 23. They are consequently longer at their studies than the attendants of any other schools. This is easily accounted for, by the character of the language, which is very difficult to acquire, and the nature of the books which concern subjects difficult to understand and learn.

48. In 1843, Gunput Singh, Zemindar of Mouzah Sahawur, Tehseel Bisowlee, employed a scholar of the Bareilly College to educate his sons in English, as well as the Vernacular languages. In the course of a year or two, other aspirants came forward, and Gunput Singh then gave to the teacher a house and liberty to open a school. The scholars now muster eleven, of whom eight are Rajpoots, (the sons of Gunput Singh, and two neighbouring Zemindars,) three are Kayuths. The books taught are those used in the Bareilly College. The boys attended the Budaon school for four months, when I had ample opportunity of testing their acquirements. They are able to read English fluently, though their pronunciation is indifferent; they however understand what they read; they write well and correctly, are well versed in Simple Arithmetic, and good scholars in Oordoo and Nagree. The present teacher is a clever young man, well up to his work, and gets any assistance he requires in the shape of Books, &c. He receives from Gunput Singh and from the other pupils a sum equivalent to 12 Rupees a month.

49. Having given in the above report, all the statistical information I possess, relative to the Indigenous Schools, I will now proceed to notice the Budaon Subscription School.

50. In December 1851, I proposed to the more respectable and wealthy inhabitants of the City and District, the Establishment of a Public School at Budaon. Finding my proposal to be acceptable, I circulated a subscription list through the Tehseeldars, and collected nearly 3,000 Rupees. Donations amounting to Rs. 1,100 were given by His Honor the Lieutenant-Governor, H. H. the Nawab of Rampoor, and the European Residents, and subsequently, with the consent of the subscribers, a balance of a former subscription amounting to 5,081 Rupees was added to the Fund. In July 1852, the building was completed at a cost, including purchase of ground and furniture, of Rupees 5,282-9-0, and on the 8th of that month was opened for the reception of scholars.

51. The Establishment attached to the Institution consists of—

A Head Master and English Teacher.	A Hindee Teacher.
A Persian Teacher.	An Oordoo Teacher.

Dufturee, Kuhar, Sweeper and Chowkeedar.

52. The cost of the Establishment amounts to Rs. 129 per mensem.* This is for the most part defrayed by a subscription of 1 per cent. on salaries given by the European, and (excepting the Peons,) native officials employed in the District. The entrance and monthly fees from the scholars form the only other source of income. The expendi-

* This cost is independent of the charges of the Zillah Visitor.

ture however exceeds the income, and the excess has to be defrayed from the surplus capital.

53. The fees taken from the scholars are as follows:—

On entering -- -- -- --	8 Annas.	
On leaving -- -- -- --	1 Rupee.	
For tuition in Hindee and Oordoo,	2 As.	per mensem.
For ditto in Persian, extra, --	1 Anna	ditto.
For ditto in English, extra, --	1 Anna	ditto.

The boys have to provide themselves with books and slates, for which they pay a small percentage on the original cost to meet charges on package, &c., as also the cost of slate pencils, pens, and other stationery, with which they are provided.

54. Up to the 30th April 1853, 146 boys had been admitted, of whom, on entering,

33 were good scholars in Persian only.
43 were indifferent ditto in ditto only.
1 was able to read and write Persian and Nagree.
69 were unable to read or write.

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55. I mention this to show that the establishment of the School has been so far successful that in less than ten months 69 boys previously illiterate are now receiving education.

56. A desire to learn English, and English alone, was declared by most of the boys on entering the School; indeed the thirty-three Persian scholars entered solely with this intent. It was my object and wish to teach the Vernacular rather than English, as I considered the latter far less useful than the former. To carry out this object as far as possible, I *insist* on every boy learning both Nagree and Oordoo, only exempting good Persian scholars from studying the latter, as a good knowledge of Persian involves a good knowledge of Oordoo. It will be seen in paragraph 54 that of the boys who have been admitted, one only had any acquaintance with Nagree. I will now show the progress that has been made:—

57. There are 17 boys in the 1st Nagree Class.
8 ditto ditto 2nd ditto ditto.
26 ditto ditto 3rd ditto ditto.
27 ditto ditto 4th ditto ditto.

Total,-- 78 boys reading Nagree.

There are 6 boys in the 1st Oordoo Class.
16 ditto ditto 2nd ditto ditto.
17 ditto ditto 3rd ditto ditto.

Total, -- 39 boys reading Oordoo.

There are 21 boys in the 1st Persian Class.
12 ditto ditto 2nd ditto ditto.
15 ditto ditto 3rd ditto ditto.
13 ditto ditto 4th ditto ditto.

Total, -- 61 boys reading Persian.

There are 9 boys in the 1st English Class.
6 ditto ditto 2nd ditto ditto.
28 ditto ditto 3rd ditto ditto.
23 ditto ditto 4th ditto ditto.

Total, -- 66 boys reading English.

58. The following are the studies of the several classes:—

Nagree 1st Class—3rd Part, *Ganit Prikash*, *Bidyan-koor*, Arithmetic, Cube Root and Writing.

2nd Class—2nd Part, *Ganit Prikash*, *Bidyan-koor*, Vulgar Fractions and Writing.

3rd Class—1st Part, *Ganit Prikash*, Rule of Three, Writing.

4th Class—Alphabet, Achhur Deepka.

Oordoo, 1st Class—*Quwaid-ool-Moobtudee*, Kholassah Nizam Shumshee, Decimal Fractions.

2nd Class—*Kholassah Tawareekh Hind*, *Misbah-ool-Misahut*, Rule of Three, Writing.

3rd Class—*Hidayut Moobtadee*, Story of Dhurum Singh, Long Division, Writing.

English, 1st Class—Murray's Grammar, Reader No. 2, Writing.

2nd Class—Reader No. 1, Writing.

3rd Class—Spelling, Writing.

4th Class—Alphabet.

Persian, 1st Class—*Urfee, Zahooree,* Writing.

2nd Class—*Meerza Quateel, Insha-i-Mooneer,* Writing.

3rd Class—*Khoofyat Alumgeer,* Writing.

4th Class—Dustur-ul-Sibyan, Goolistan.

59. Tables will be found in the Appendix, showing the castes and ages of the boys. No boy is excluded on account of caste. They are admitted from the age of eight to seventeen years.

60. The School has been frequently inspected by Mr. H. S. Reid. Dr. Mouat, Secretary to the Council of Education, visited it during his late tour. Both these officers expressed themselves highly pleased with the arrangement of the School, and the progress made by the scholars, and I confidently indulge in a hope, that the measures that have been adopted, not only for the establishment of this Institution, but also for the organization of the Village Schools, may receive the approbation of His Honor the Lieutenant-Governor.

The Zillah Visitor has been engaged the last three months in teaching the teachers Nagree and Arithmetic. The proprietors and teachers of nearly all the Hindee Schools have not only consented to place themselves under his superintendence, but have come to him requesting to be taught, that they might teach. Many of the Persian teachers are learning Nagree, with a view to teach that as well as Persian. The *Kayuthee* is fast being abandoned. Nagree, simple Arithmetic, and Account-keeping connected with land, and land measurement are as quickly being introduced. Had I sufficient means at command, these reforms would be carried into effect in a very short time, but the one man that the Government grant has enabled me to employ, can work but slowly. I therefore earnestly hope that the District may be placed under Mr. H. S. Reid's agency.

In the event of this being impracticable, I earnestly solicit a further grant of money, to enable me to continue the employment of the Zillah Visitor. The surplus capital of the Budaon School, will at the present rate, be exhausted in four years. If it has, in addition, to defray the charges of the Zillah Visitor, it will be exhausted in two and a half. As it is, it distributes as prizes, small books amongst the boys of the Village Schools. This, though no great charge, should not, properly, be defrayed from funds provided for the Institution alone. The year of employment of the Visitor has now expired. I bear willing testimony to his zeal and ability, and to the courteous demeanour that has obtained him favor from those, who at first looked upon his visits with fear, and I cannot but hope that the result of his labors will be considered sufficiently favorable to justify his further employment by Government.

I cannot conclude the Report without bearing record to the able services of Benee Ram, the Head Master of the Budaon School. He was educated in the Agra College, and brought with him the highest certificates of progress in English, Sanscrit, Hindee, and Mathematics. Since his employment as teacher, he has exerted himself most creditably in imparting to others the knowledge he has acquired.

I have the honor to be,

Sir,

Your most obedient Servant,

M H. COURT,

Deputy Collector, on leave.

Nynee Tal, July, 1853.

APPENDIX No. 1.

Table showing the classification of Village Schools, and Number of Scholars, in the District of Budaon.

Tehseel Division.	Area in Square Miles.	Population by last Census.	Hindee		Persian		Sanscrit		Koranee		English		Total	
			Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Budaon, ...	466	212431	8	76	58	601	6	27	1	8	0	0	73	712
Saheswan, ...	459	195555	3	74	32	243	3	46	1*	26	0	0	39	389
Goonour, ...	301	119690	1	2	13	109	0	0	0	0	0	0	14	111
Bisqwlee, ...	339	161579	2	13	20	117	0	0	1	6	1	11	24	147
Datagunj, ...	401	156613	5	26	11	64	1	24	0	0	0	0	17	109
Total, ...	1966	845868	19	191	134	1134	10	97	3	40	1	11	167	1463

APPENDIX No. 2.

Table showing the period of existence of Hindee Schools, in the District of Budaon.

Tehseel Division.	6 Months.	1 Year to 2 Years.	2 Years to 4 Years.	4 Years.	10 Years.	20 Years.	Total.
Budaon, ...	5	1	0	0	0	2	8
Saheswan, ...	1	0	1	0	1	0	3
Goonour, ...	0	1	0	0	0	0	1
Bisowlee, ...	0	0	0	1	1	0	2
Datagunj, ...	4	1	0	0	0	0	5
	10	3	1	1	2	2	19

APPENDIX No. 3.

Table showing Classification of Scholars in Hindee Schools, in the District of Budaon.

Tehseel Division.	Mussulmans.	Brahmins.	Rajpoots.	Kayuths.	Banyahs.	Hajams.	Carpenters.	Mahajuns.	Bhoorjee.	Koormee.	Goldsmiths.	Bairagee.	Aheers, Chamars and other cultivating classes.	Total.
Budaon, ...	0	24	1	0	23	5	1	3	3	3	1	0	12	76
Saheswan, ...	3	14	0	1	40	0	1	5	0	0	6	1	3	74
Goonour, ...	0	0	0	0	1	0	0	0	0	0	0	0	1	2
Bisowlee, ...	0	6	0	0	5	0	0	0	0	0	0	0	2	13
Datagunj, ...	1	5	5	2	1	1	0	9	0	0	0	0	2	26
Total, ...	4	49	6	3	70	6	2	17	3	3	7	1	20	191

APPENDIX No. 4.

Table showing the Classification of Scholars in Persian Schools, in the District of Budaon.

Tehseel Division.	Mussulman.	Brahmins.	Rajpoots.	Kayuths.	Banyahs.	Aheers.	Mahajuns.	Goldsmiths.	Miscellaneous.	Total.
Budaon, ...	389	27	7	128	18	5	10	3	14	601
Saheswan, ...	126	1	22	84	8	0	0	2	0	243
Goonour, ...	50	2	7	17	26	7	0	0	0	109
Bisowlee, ...	25	3	27	55	1	4	1	0	1	117
Datagunj, ...	19	0	14	30	0	0	1	0	0	64
Total, ...	609	33	77	314	53	16	12	5	15	1134

APPENDIX NO. 3.

Table showing aggregate and average Period of existence of Persian Schools, and Periods the teachers have taught.

Tehseel Division.	Schools.	Aggregate Period of existence.			Average Period of existence.			Teachers.	Aggregate Period of profession of teaching.			Average Period of profession.			Period of employment in existing Schools.			Average Period of employment.		
		Y.	M.	D.	Y.	M.	D		Y.	M.	D.	Y.	M.	D.	Y.	M.	D.	Y.	M.	D.
Budson, ...	58	892	8	0	15	4	20	58	637	5	0	10	11	26	184	4	0	3	2	4
Saheswan, ...	32	263	2	0	8	2	20	32	260	8	0	8	1	22	51	4	0	1	7	7
Goonour, ...	13	377	2	0	29	0	4	12	127	1	0	10	7	2	58	10	0	4	10	25
Bisowlee, ...	20	260	3	0	13	0	4	19	309	6	0	16	3	14	75	7	0	3	11	22
Datagunj, ...	11	47	3	0	4	3	16	11	152	6	0	13	10	10	21	8	0	1	11	19
Total, ..	134	1840	6	0	13	11	24	132	1487	2	0	11	3	5	391	9	0	2	11	18

APPENDIX No. 6.

Table showing the actual period of existence of Persian Schools.

Tehseel Division.	Six Months.	One Years.	Two Years.	Three Years.	Four Years.	Five Years.	Eight Years.	Ten Years.	Fifteen Years.	Twenty Years.	Thirty Years.	Fifty Years.
Budaon, ...	8	8	7	3	1	2	7	3	3	2	1	13
Saheswan, ...	6	3	5	2	1	4	3	2	3	0	0	3
Goonour, ...	0	1	1	0	0	1	1	0	1	1	1	6
Bisowlee, ...	1	2	1	3	2	1	5	1	0	0	0	4
Dataguuj, ...	2	1	2	1	1	3	0	1	0	0	0	0
Total, ...	17	15	16	9	5	11	16	7	7	3	2	26

APPENDIX No. 7.

Table showing Books taught in Persian Schools, &c.

Title of Book.	Language.	Number of School in which read.	Remarks.
Kureema, ...	Persian,	80	Poetical.
Mamkeeman, ...	,,	51	
Muhmoodnamah, ...	,,	32	
Abjud, ...	,,	39	Grammatical.
Khalikbaree, ...	,,	45	
Ahmudnamah, ...	,,	24	
Sufwoot-ool-Musadur, ..	,,	8	
Dilkoosha, ...	,,	47	Epistolary and Composition.
Madho Ram, ...	,,	32	
Abool Fuzul, ...	,,	10	
Insha Fark, ...	,,	9	
Insha Khuleefa, ...	,,	34	
Dustoor-ool-Sibean, ...	,,	53	
Musnuvee Ghuneemut, ..	,,	8	Amatory Poetry.
Zulcikha, ...	,,	49	
Pahar Danish, ...	,,	23	
Goollstan, ...	,,	93	Prose Tales.
Mufurrah-ool-Kaloob, ..	,,	13	
Bostan, ...	,,	73	Poetical Tales.
Sikundurnamah, ...	,,	16	Historical.
Zahooree, ...	,,	7	Descriptive.
Koran, ...	Arabic,	46	Religious.

APPENDIX NO. 6.

Table showing the Castes of Boys attached to the Budaon School, with ages of Boys.

Total number admitted from 1st July 1852 to 30th April 1853.	Resigned or left the School.	Remaining on 30th April 1853.	Classification.													Age.									
			Mussalman.			Hindoos.									Native Christian.	Total.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	Total.
			Sheikh.	Syud.	Puthan.	Brahmin.	Khutree.	Bunyah.	Bhat.	Kayuth.	Sonar.	Mahajun.	Durzee.	Thakoor.													
146	37	109	37	15	15	22	5	1	3	13	2	1	1	3	1	109	4	1	11	5	13	5	14	17	21	18	109

APPENDIX C.

VERNACULAR EDUCATION IN THE SAHARUNPORE DISTRICT.

THE following extracts are taken from Captain Oldfield's Report on the Village Schools of the Saharunpore District, (Tehsildarees of Saharunpore, Roorkee and Deobun,) for the year 1852, from March 1st:—

The results of the system of inspection and encouragement given to Village Schools in the three Pergunnahs around Roorkee, from the 1st March to the 31st December 1852, will be best shown in the Tabular form appended to this report.

The object of the Government Supervision of Vernacular education, being to encourage the teaching of useful knowledge, through the medium of the language of the people, it will be seen that some, though not much, progress has been made.

The number of children learning Oordoo and Nagree has increased, such subjects as Arithmetic and Simple Geometry are more taught, and the number of books on these subjects sold amounting to 543, at a cost of Rs. 254, shows that a good beginning has been made.

I believe indeed that the greatest good yet done has been by the preparation of cheap and useful School-books in the Vernacular languages, by Mr. H. S. Reid, the Visitor General of Vernacular Schools in the North Western Provinces. The sale of these books in the three Pergunnahs around Roorkee is a most hopeful sign. Books will not be bought by the poor but with the design of reading them, and they will thus displace the worse than useless works previously used in the Schools. For the Persian Schools, moral tales, with elegant and idiomatic translations into Oordoo, in parallel columns, would be most useful. The Fables known to the Western nations as Æsop's are favourites throughout the world; their morality is generally good, and as well written versions already exist, it might be well to begin with a cheap edition of a selection of these Fables in the two languages. Cheap editions of really classical works in Persian would also be useful, the object being to drive out of the market books of a hurtful tendency; and I am in great hopes that when fit books on all subjects are easily and cheaply procurable, a great change in the nature of the education now given to the higher classes of Natives will be the result.

No change has been made in the Establishment of Visitor, &c. for this District during the year, except by the appointment of the candidate mentioned in Lieutenant Maclagan's last report, to the School Mastership of the Saharunpore Tehsildaree School. He was appointed on the 18th of June 1852; but after some disputes with his scholars and with the Pergunnah Visitor, in which he appears to have been to blame, he applied for leave, which not being granted, he resigned to go to the Punjab.

At present it is difficult to get fit persons as School Masters, and for this reason no one has yet been appointed to Munglour. But when the very small salaries and emoluments of the old race of School Masters are considered, it certainly may be expected that there will soon be plenty of qualified competitors for the comparatively well paid situation of Tehsildaree School Master.

In the Tehsildaree Schools an elementary book on drawing has been introduced, and Geometry is taught in its application to the object which first gave name to the Science. This land measuring and drawing to scale form a material introduction to the use of Maps, and to the study of Geography, which is apt otherwise to be but an unintelligent effort of memory. In all three of the Tehsildaree Schools a very creditable knowledge of Geography has been acquired, and it is evidently a favourite subject of study. Good maps however are much wanted. Simple surveying with the chain has also been introduced into the Roorkee School.

A cheap surveying compass has been sent up from Budaon for trial. For merely putting ground already measured in a right direction into a map, a common compass without sights is sufficient, but for boundary or land surveying a more correct instrument is needed; it remains to be seen at what price really correct instruments of this kind can be turned out of the Roorkee Workshops. A compass, unless originally good, and carefully prevented from wearing unnecessarily when out of use, is apt to get dull and sluggish, and to lead to error.

When in France, I once saw a metre level, consisting of a tube turned up at both ends, holding two glass bottles, the water in which communicating through the tube, remained of course always on the same level. I tried to get one of these levels as a pattern, through the instrumentality of Lieutenant Maclagan, but he could not find one in all London. After writing to England, however, I met with a description of the instrument in an extract from Frome's Surveying, in the "Manual for Surveying in India," and from this description Lieutenant Allen is about to make one up.

The teaching of a class of work-people was attempted during two or three months of last year by the Pergunnah Visitor at Roorkee during the

time he was at the Head Quarters of the Pergunnah, with the result shown in the Table annexed. During the short winter days this class which could meet only in the evenings, was discontinued, but has been again commenced. A long thatched shed, which has been built on the School-house ground at Roorkee, affords the requisite accommodation, after the Day-School has been dismissed, and I have much confidence in the advantages likely to accrue. I have for the present engaged a teacher on a trifling salary, and if the scheme should prove as successful as I hope, I will submit for approval such further arrangements, as may seem requisite for the successful carrying out of the design.

In visiting the Schools I have given, as authorized, trifling prizes both to Master and Scholars, who appeared deserving. I have made them to consist of books, those to the Master to be sold by him for his own profit; the prize thus serves as an incentive to diligence, and also as a means of spreading a knowledge of the books which it is desirable should attain an extended circulation.

The town and neighbourhood of Deobun were visited in the autumn by a terrible sickness, which is probably the cause of no increase of scholars being found in that pergunnah; the visitor was obliged to leave, and the Tehsildaree School Master was also sick for a considerable period; the number said to have died in Deobun is 3000; and School operations may be said to have been paralyzed for nearly four months. A re-action is I hope taking place.

The above Report having been submitted for perusal to H. S. Reid, Esq., the Visitor General of Schools, that gentleman returned it with the following remarks and suggestions:—

"My attention having been specially directed to paragraph "4 of Captain Oldfield's letter, I beg to state, for the information "of His Honor the Lieutenant-Governor, that I have published, "and am perparing, works of the nature recommended by Captain "Oldfield.

"I have long felt the necessity of consulting to some extent the "literary tastes of Persian teachers and scholars. 'One of the chief "objections that are brought against a Persian education being "that the student does not acquire thereby a competent knowledge "of the language which he professes to study, at least over the study "of which he wastes his best years, a remedy may be provided by "furnishing cheap editions of their less objectionable works with an "elegant and idiomatic Oordoo translation. With this view the 8th "chapter of the Gulistan has been re-printed with an elegant Oordoo "translation. Persian versions of the more popular of our Oordoo "tales have been published.

" The system of bestowing rewards in books to village teacher
" noticed in the 10th paragraph by Captain Oldfield, was suggest
" ed to me by that officer, and is carried out throughout the eight
" experimental districts."

Upon this report the Secretary to Government was directed to communicate the following remarks and orders to Captain Oldfield:—

" His Honor expresses his satisfaction that the number of scho-
" lars learning Oordoo and Hindee has increased; that useful subjects,
" such as Geometry and Arithmetic, are becoming more generally
" studied, and that so large a number of good School books have been
" sold and distributed.

" The Lieutenant-Governor concurs with you in thinking that
" it may be well to encourage the composition, amongst others, of books
" such as are recommended in your 4th para.; your remarks will be
" communicated to Mr. Reid, and his attention drawn to the import-
" ance of the subject.

" His Honor is glad to observe that a Tehsildaree School has
" been established at Saharunpore, and trusts that you will soon be
" able to provide an efficient teacher both for it and for Munglour.

" The Lieutenant-Governor trusts that you will keep your atten-
" tion turned to the importance of furthering the study of drawing upon
" scales, and is glad to observe that you have so successfully con-
" nected with it in the Tehsildaree Schools the subject of Geography.
" With respect to the trial of the Budaon compass, and the report
" upon it by Mr. Dodsworth, the subject will be taken into considera-
" tion when further information is obtained as to the style in which
" such instruments can be manufactured in the Roorkee College.

" The Lieutenant-Governor is much gratified by the particulars
" you have given regarding the Workman's Class, and trusts that you
" will be able to increase its efficiency. To stimulate their exertions,
" prizes of books might be allotted to the most successful of the
" students."

Statement of the Number of Schools and Scholars in the Pergunnahs of Roorkee, Saharunpore and Deobun, showing the nature of the subjects taught, and the number of learners of each, for the year ending 31*st December* 1852.

Years.	Names of Towns in Pergunnah.	Number of Schools.	Number Present.	Number Absent.	Total.	Oordoo. *Spelling.* Uchar Abhyas.	Oordoo. *Grammar.* Kawaid Taleem, in Oordoo.	Oordoo. *Reading.* Insha-i-Chirunjie Lal, Yasuf Khan's Travels.	Oordoo. *Arithmetic.* Phailawut Oosool Ilm Hisab, &c.	Oordoo. *Geography.* Mirath-ool-Uqaleem—Maps.	Oordoo. *Surveying.* Misba-hool-Missahuth.	Oordoo. *Geometry.* Euclid.	Oordoo. *Algebra.* Kureem Bukh's Algebra.	Hindee. *Nagree.* Uchar Abhyas, &c.	Hindee. *Nagree.* Bhowgul Durpun.	Hindee. *Nagree.* Nethe Kutha, Dhurm Singh-ka Birtant, &c.	Hindee. *Nagree.* Phailawut, &c.	Hindee. *Kaythee.* Spelling. / Spelling.	Hindee. *Kaythee.* Letter Writing. / Geography.	Hindee. *Kaythee.* Surveying. / Reading.	Hindee. *Kaythee.* Arithmetic. / Arithmetic.	Sanscrit. Ukshur.	Sanscrit. Shigur Boodh Bivahkurn Bhagouth, &c.	Sanscrit. Surooth Balkurn Komadu.	Sanscrit. Ummur Koah, &c.	Koran.	Arabic. *Logic.* Kalakoor.	Arabic. *Nuho.* Shirah Mhatumal Kifal, &c.	Arabic. *Surf.* Mizam Moushaib Dustoor-ool-Moobtudi, &c.	Persian. Spelling.	Persian. Distoor-oos-Sibian, Kurroomah &c.	Persian. Golistan, Bostan, &c.	Persian. Behar Danish, Rokat Alumgeeree, &c.	Persian. Insha-i-Abul Fuzul Salnidm Zuhoree	English.
1851 } 1852 }	Saharunpore,	Tuhsildaree School. }	39	0	39	0	0	14	39	3	10	4	3	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1851	... ...	86	806	75	881	0	0	7	1	0	0	0	0	2	0	0	0	0	14	18	226	0	7	0	0	234	2	4	6	31	147	107	38	6	0
1852	... ...	99	970	137	1107	8	0	19	31	0	0	0	0	0	0	0	0	16	8	26	196	1	23	1	3	310	1	3	2	89	172	124	39	5	0
1851 }	Roorkee,	Tuhsildaree, School. }	36	0	36	6	0	13	35	4	7	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1852 }			38	0	38	7	0	31	36	23	23	14	14	5	1	15	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1851	... ...	100	851	91	942	0	0	4	16	0	0	0	0	5	0	0	0	14	10	23	222	69	66	4	4	126	0	0	0	31	156	115	19	2	0
1852	... ...	92	873	88	961	3	0	12	28	0	0	0	0	42	0	0	0	26	5	18	225	9	122	39	4	141	0	0	0	52	97	85	27	1	1
1851 }	Deobun,	Tuhsildaree School. }	32	0	32	0	0	20	32	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1852 }			27	0	27	13	8	14	27	14	14	8	8	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1851	Deobun,	46	482	68	550	0	0	2	15	0	0	1	0	0	0	0	0	0	0	0	0	1	11	31	0	97	0	0	1	10	96	77	39	7	0
1852	Deobun,	43	522	16	538	0	1	8	5	0	0	0	0	1	0	0	0	0	0	0	0	0	14	13	0	115	0	0	2	27	91	169	41	8	0

Roll of Workmen Students under instruction at an Evening Class, held during the hot season of 1852, *by Mohun Lall, Visitor, Roorkee Pergunnah.*

No.	Names.	Caste.	Age.	Residence.	In what capacity employed.	Length of time remained a student. M.	Length of time remained a student. D.	Description of studies.	Remarks.
1	Mohamed Golab, ..	Sheikh, ..	25	Kurnal, ..	Mason, ..	3	10	Geometry, Rule of Three and Patwari-ki Kitab,	Good.
2	Jumna Dass, ...	Brahmin, ..	28	Burnava, ..	Chowkeedar,	3	10	Ditto ditto, ..	Ditto.
3	Elhie Buksh, ...	Pathan, ..	40	Paneeput, ..	Mason, ..	3	10	Uchar Abhyas, ...	Bad.
4	Namdar Khan, ...	Ditto, ..	21	Ditto, ..	Ditto, .	3	10	Ditto, ...	Good.
5	Foujdar Khan, ...	Ditto, ..	18	Ditto, ..	Ditto, ..	3	10	Ditto, ...	Ditto.
6	Munsab, ...	Mogul, ..	11	Kandlah, ..	Ditto, ..	3	10	Ditto, ...	Ditto.
7	Jahangeer Khan, ..	Pathan, ..	22	Jugadra, ..	Ditto, ..	3	10	Ditto, ...	New-hand.
8	Moulah Buksh, ...	Sheikh, ..	14	Paneeput, ..	Ditto, ..	3	10	Ditto, ...	Can distinguish letters.
9	Hursook, ...	Budhie, ..	13	Kataspore, ..	Carpenter, ..	2	19	Ditto, ...	Ditto ditto.
10	Kussoomee, ...	Ditto, ..	15	Buwanpore, ..	Ditto, ..	2	19	Ditto, ...	Ditto ditto.
11	Nuthoo, ...	Ditto, ..	13	Ditto, ..	Ditto, ..	2	14	Ditto, ...	Ditto ditto.
12	Sohun, ...	Lohar, ..	15	Moradabad, ..	Smith, ..	2	6	Ditto, ...	Ditto ditto.
13	Nuthoo, ...	Ditto, ..	16	Furookhnugur,	Smith, ..	1	25	Ditto, ...	Ditto ditto.
14	Bunsee, ...	Budhie, ..	20	Cunkhull, ..	Carpenter, ..	2	0	Phailawut, ...	Good.
15	Khairathee, ...	Ditto, ..	14	Salawah, ..	Ditto, ..	2	6	Ditto, ...	Ditto.
16	Shibbah, ...	Ditto, ..	26	Javahpore, ..	Ditto, ..	2	0	Hindi Primer, ...	Ditto.
17	Kunneah, ...	Ditto, ..	20	Bhugwanpore,	Ditto, ..	2	27	Ditto, ...	Ditto.
18	Durbah, ...	Ditto, ..	26	Ditto, ..	Ditto, ..	2	27	Ditto, ...	Ditto.
19	Oodeh, ...	Ditto, ..	20	Kuloodah, ..	Ditto, ..	2	27	Ditto, ...	Ditto.
20	Dalchund, ...	Lohar, ..	20	Moradabad, ..	Smith, ..	1	25	Ditto, ...	Ditto.
21	Moonnahram, ...	Ditto, ..	17	Ditto, ..	Ditto, ..	1	25	Ditto, ...	Can distinguish letters.
22	Sohunloll, ...	Ditto, ..	13	Furookhnugur,	Ditto, ..	1	25	Ditto, ...	Ditto ditto.
23	Gomanee, ...	Ditto, ..	15	Ditto, ..	Ditto, ..	2	0	Phailawut, Nagree, ..	Ditto ditto.
24	Nawalram, ...	Brahmin, ..	23	Bareilly, ..	Cook, ..	2	10	Uchar Abhyas, Nagree,	Ditto ditto.
25	Umeer-oollah, ...	Lohar, ..	22	Paneeput, ..	Smith, ..	2	0	Phailawut, Oordoo, ..	Very good.

Number of Books sold to Workmen Students.

Names of Books.	Total.	Price.
Uchar Abhyas, (Oordoo,)	16	2 13 0
Phailawut, (Ditto,)	2	0 9 6
Alphabet, (Persian,)	26	0 4 4
Putwari-ki-kitab, ...	1	0 6 0
Oordoo Adrish, ...	1	0 2 6
Geometry, ...	1	2 0 0
Huroof Nagree, ...	2	0 0 4
Uchar Abhyas, (Nagree,)	11	0 11 0
Gunit Prakash, ...	2	0 12 0
Chitur Chundrika, ...	1	0 4 0
Total, ...	63	7 14 8

List of Books (Oordoo and Nagree) sold from 1st March to 31st December 1852.

No.	Names of Books.	Languages.	No. of Books.	Price per Book.	Total.	Remarks.
1	Uchar Abhyas, ...	Oordoo,	6	0 1 0	0 6 0	
2	Ditto ditto, Lithographed,	,,	77	0 2 6	12 0 6	
3	Phailawut, ...	,,	3	0 3 0	0 9 0	
4	Ditto, Lithographed, ..	,,	46	0 4 9	13 10 6	
5	Map Tole, ditto, ...	,,	19	0 3 6	4 2 6	
6	Patwari-ki-kitab, ditto, ..	,,	22	0 6 0	8 4 0	
7	Ditto, ditto, ...	,,	1	0 4 0	0 4 0	
8	Misbah-ool-Mussahut, ..	,,	40	0 3 0	7 8 0	6 as Prizes.
9	Insha-i-Chirunjie Lall, ..	,,	26	0 8 0	13 0 0	
10	Khet Kurm, ...	,,	8	0 6 0	3 0 0	
11	Missath-ool-Ukaleem, Geography, ...	,,	13	0 10 0	8 2 0	
12	Oosool Ilm Hisab, ...	,,	12	0 6 0	4 8 0	
13	Muhasid-i-Ooloom, ...	,,	1	0 2 0	0 2 0	
14	Kawaid Tibannee, Oordoo,	,,	6	0 5 0	1 14 0	
15	Nukshai Alim, (Atlas,) ..	,,	10	1 8 0	15 0 0	
16	Undhe Thikadar-ka-kissah,	,,	2	0 4 0	0 8 0	
17	Khulasuk-ool-Misseal, ..	,,	1	0 2 0	0 2 0	
18	Nuksha Asia, ...	,,	2	0 4 0	0 8 0	
19	Map of Hindoostan, ...	,,	3	0 1 6	0 4 6	
20	Mubadih-ool Hisab, 1st Part, ...	,,	2	0 2 6	0 5 0	
21	Euclid, 8 Books, ...	,,	32	2 0 0	64 0 0	
22	Sawalat Euclid, (Questions in Geometry), ...	,,	4	0 2 0	0 8 0	

Number.	Names of Books.	Languages.	No. of Books.	Price per Book.	Total.	Remarks.
23	Risalah Paimaish Khusrah,	Oordoo,	6	1 0 0	6 0 0	
24	Inshai Behar bé Khizan, ..	,,	46	1 0 0	46 0 0	
25	Kholasah Tawareekh Hindoostan,..	,,	2	0 6 0	0 12 0	
26	Soobuddee aur Koobuddee ka kissah, ...	,,	4	0 2 0	0 8 0	
27	Pundnama Kasht Karan,	,,	3	0 1 6	0 4 6	
28	Dhurm Sing-ka-kissah, ..	,,	4	0 1 0	0 4 0	
29	Hidayutnama Ohdehdar,	,,	5	4 8 0	22 8 0	
30	Wurk, or single leaves, ..	,,	51	0 0 2	0 8 6	
		Total,	406 Books and 51 Wurks,	0 0 0	235 7 0	
1	Uchar Abhyas, ...	Nagree,	50	0 1 0	3 2 0	
2	Phailawut,..	,,	6	0 3 0	1 2 0	
3	Map Tole, ...	,,	4	0 3 0	0 12 0	
4	Putwari-ki-kitab, ...	,,	4	0 4 0	1 0 0	
5	Nethe Katha, 1st Part, ..	,,	5	0 1 6	0 7 6	
6	Ditto ditto, 2nd Part, ..	,,	1	0 1 6	0 1 6	
7	Gunithank Poostuck, ..	,,	2	0 6 0	0 12 0	
8	Prethum Sikecha Poostuck,	,,	9	0 1 0	0 9 0	
9	Puthra Malikah, ...	,,	5	0 1 0	0 5 0	
10	Bhowgal Darpna, ...	,,	3	0 10 0	1 14 0	
11	Dhurm Singh-ka Birtant,..	,,	4	0 1 0	0 4 0	
12	Kshithur Chundrika, ..	,,	11	0 4 0	2 12 0	
13	Gunith Purkash, ...	,,	7	0 4 0	1 12 0	
14	Ukshur Deepka, ...	,,	5	0 2 0	0 10 0	4 as Prizes.
15	Leelavuthee, 1st Part, (Hindee), ...	,,	2	0 6 0	0 12 0	
16	Boodh Vidudyoth, ...	,,	1	0 1 0	0 1 0	
17	Oopdesh Kutha, ...	,,	1	0 4 0	0 4 0	
18	Soorujpore-ki-kuhanee, ..	,,	9	0 0 8	0 6 0	
19	Oordoo Adrish,..	,,	8	0 3 0	1 8 0	
20	Wurk, ...	,,	63	0 0 2	0 10 6	48 as Prizes.
		Total,	137 Books and 63 Wurks,	0 0 0	19 0 6	
	Grand Total, ..	.. ..	543 Books and 114 Wurks,	0 0 0	254 7 6	

APPENDIX D.

REPORT ON THE VERNACULAR SCHOOLS IN THE DEHLIE DISTRICT.

In April 1851, the attention of Government was drawn to the state of Vernacular education in the Dehlie District, by the translation of a proceeding of Ram Surun Doss, the Deputy Collector, submitted to the then Collector of the District, Mr. R. B. Morgan, and by him forwarded to Government.

This able and zealous officer (Ram Surun Doss) finding on enquiry that numerous schools which were in operation as far back as 1845, were closed, but that the zemindars and people generally were well inclined towards education, though unable, from want of unanimity amongst themselves, to establish any combined system of operation, proposed to the Collector, Mr. R. B. Morgan, to depute a well-qualified person into the District to encourage and assist them in their voluntary efforts to establish schools.

Ram Dyal Pundit was deputed to this charge without any fixed salary. He commenced his labors in July 1850; and although he appeared among the people as an unofficial person, without any of the prestige and influence which attends a Government servant, he succeeded, by the end of the year 1850, in having in operation 57 schools, thereby proving not only his own fitness for the office of Supervisor of Schools, but the more important point, that the people were willing to support education, when put in the way of doing so.

This being the feeling of the people, it appeared to the Collector that if the scheme for promoting education in the North Western Provinces were extended to the Dehlie District also, much benefit might be expected to result from it. Mr. Morgan urged the subject therefore on the consideration of Government, recommending the District to be placed experimentally under the educational charge of the Visitor General, the establishment of three model schools, one in each Pergunnah, and the appointment of Ram Dyal Pundit as Pergunnah Visitor on a fixed salary. In acknowledgment of his past services, if the Government would grant a reward to Ram Dyal in payment of the expenses he had incurred, it would be gratefully accepted by him.

In point of education, Ram Dyal was reported as well qualified for the office of Visitor of Schools, having taken honors at the Dehlie College; he was also young and active, and appeared to take considerable interest in the subject of popular education.

The Commissioner also, whilst bearing testimony to Ram Surun Doss's exertions, recommended the appointment of Pundit Ram Dyal as Visitor of Schools.

His Honor the Lieutenant-Governor was pleased to observe, in reply, that though it would give him satisfaction to sanction at once, in its full extent, the plan recommended by the Collector, there were not at present available funds, and it was necessary to decline embarking on a project which could not be permanently carried out. In acknowledgment however of the good service already done by Ram Dyal Pundit, the Lieutenant-Governor was pleased to authorize the presentation to him of the sum of Rs. 200, and his entertainment as Pergunnah Visitor on a salary of 50 Rs. per mensem for one year from 1st May 1851. On the expiration of that period, His Honor requested that a report might be furnished of the result of Ram Dyal's labors, and the then state of education in the District.

In conformity with the above orders, Mr. Morgan, on the 3rd January 1852, furnished a further report of the labors of Ram Dyal Pundit (of which the following is an extract,) together with the accompanying statements:—

"Great results were not to be expected within the period that "Ram Dyal has been employed as Visitor; but I consider that a fair "measure of success has attended his efforts, (which have been indefatigable,) and that the experiment is well worthy of further trial.

"The attention of the Visitor has been directed for the present, "more particularly in encouraging and advising the agricultural community to combine for the support of established schools, than to "multiply their numbers. Some little stimulus has already been given "to the cause of education, but the people are ignorant to a degree, "and if not assisted, the schools would soon be closed for want of some "person to exert himself in their behalf.

"The Visitor reports favorably of a few schools in which the pupils "have made considerable proficiency, some of the boys in the Chiragh "Dehlie School being qualified for Putwaries. But in the generality "of them the instruction is of the simplest kind."

Statement of Schools of Eastern Pergunnah, Zillah Dehlie.

Village.	*Name of Teacher.*	*Number of Pupils.*	Caste of Pupils.		Remarks.
			Hindoos.	*Mahomedans.*	
Mundowla, ...	Sheo Sahae, ...	13	13	0	The pupils are learning Arithmetic, which they have lately commenced upon, as well as Uchar Abhyas. The teacher gets 3 Rs. per mensem from the villagers.
Puchyara, ...	Khooshee Ram, ...	6	6	0	Of the 6 pupils, 4 are bunyahs and 2 chohans. The teacher gets Rs. 1-8-0 per mensem from the zemindars.
Bussuntpoor, ...	Ram Dyal, ...	4	4	0	The teacher draws no fixed allowance, but obtains his daily food from the scholars, 3 of whom are goojurs, and one a brahmin. They learn Arithmetic in Hindee.
Ghoundah, ...	Ameechund, ...	2	2	0	The teacher draws 1 rupee per month from the zemindars. The pupils learn Arithmetic: both are brahmins.
	Total, ...	25	25	0	

Dehlie Collectorship,
The 3rd January 1852.

(True Copy.)

(Signed) A. A. Roberts,
Collector.

(Signed) R. B. Morgan,
Collector.

Statement of Schools of Northern Pergunnah, Zillah Dehlie.

Village.	*Name of Teacher.*	*Number of Pupils.*	Caste of Pupils.		Remarks.
			Hindoos.	*Mahomedans.*	
Nuraila, ...	Nechul and Abbas Ali, ..	36	31	5	The salary of the teachers is 8 Rs. per mensem, which they draw half-yearly, contributed by 15 neighboring villages. Of the 36 pupils, 12 learn Persian, and the remainder Hindee Arithmetic.
Burchaye, ...	Ubbe Ram, ...	11	11	0	Of the 11 pupils, 1 is a brahmin, and the remainder jats; they learn Hindee Arithmetic. The teacher draws 2 Rs. per month from the village. Two boys have made considerable progress.
Badlee, ...	Sheo Dutt, ...	15	15	0	The teacher gets 4 Rs. per month, contributed by 4 neighboring villages. The boys are very willing to learn. Hindee Arithmetic is taught at present.
Kunjhoula, ...	Bussunt Rae, ...	5	5	0	Hindee Arithmetic is taught at present to the pupils. The teacher gets 2 Rs. a month from the villagers, as well as from 5 neighboring villages.
Qootub Garh, ...	Hurdeo, ...	4	4	0	The pupils are studying Arithmetic. The teacher gets Rs. 2-8-0 per month.
Nagul Rya and Baseedpoor Thakooran, ...	Hurnund, ...	8	8	0	The pupils are the children of biswadars of the village; they learn Hindee Arithmetic at present. The teacher gets 2 Rs. a month.
	Carried over, ...	79	74	5	

Statement of Schools of Northern Pergunnah, Zillah Dehlie—(continued.)

Village.	Name of Teacher.	Number of Pupils.	Caste of Pupils.		Remarks.
			Hindoos.	Mahomedans.	
	Brought forward, ...	79	74	5	
Naheerah, ...	Rizk Ram, ...	5	5	0	The pupils are studying Hindee Arithmetic at present. The teacher gets Rs. 2-8-0 per month.
Helalpoor and Jhinjhowlee, ..	Goolshun Ally, ...	9	9	0	The teacher gets 3 Rs. a month and daily food. Goolistan is taught to the pupils at present.
Mundourah, ...	Khurgah, ...	12	12	0	Hindee Arithmetic, Measuring and Uchar Abhyas are taught to the pupils; 5 of them are at present qualified for the situation of putwarees. The teacher is a worthy man, and takes pains to teach the boys. He gets 4 Rs. a month, and is assisted by 3 neighboring villages.
Duryapoor, ...	Munsa Ram, ...	9	9	0	The teacher gets 3 Rs. a month. The pupils learn Hindee Arithmetic; 2 of the boys have made much improvement.
Kutteorah, ...	Runjeet, ...	5	5	0	The pupils are taught Hindee Arithmetic. The teacher gets 3 Rs. per month.
Nahree, ...	Hurbillas and Kishen Loll,	9	9	0	The teacher gets 5 Rs. a month. The pupils are taught Hindee Arithmetic.
Sydpoor, ...	Manik, ...	10	10	0	The pupils learn Hindee Arithmetic. The teacher gets 5 Rs. a month.
	Carried over, ...	138	133	5	

Statement of Schools of Northern Pergunnah, Zillah Dehlie—(continued.)

Village.	Name of Teacher.	Number of Pupils.	Caste of Pupils.		Remarks.
			Hindoos.	Mahomedans.	
	Brought forward, ...	138	133	5	
Koondul and Perozepoor, ..	Hurnam, ...	7	7	0	The pupils learn Hindee Arithmetic. The teacher gets 5 Rs. a month.
Kheyra, ...	Sookhee Ram, ...	9	9	0	Ditto ditto ditto.
Pooth Khoord, ...	Boodhun, ...	7	7	0	The teacher gets Rs. 2-8-0 a month. The pupils are studying Hindee Arithmetic.
Baprowlah, ...	Dhun Sing, ...	4	4	0	The teacher gets 2 Rs. a month. The pupils have lately commenced to learn "Onamasee," (Hindee Alphabet.)
Nagloee Jat, ...	Med Sing, ...	6	6	0	The teacher gets 4 Rs. a month. The pupils learn Hindee Arithmetic.
Jountee, ...	Ram Sahae, ...	9	9	0	The pupils have well progressed. They learn Hindee Arithmetic as well as Sanskrit. The teacher gets 2 Rs. a month.
Teekree Kullan, ...	Poonun, ...	7	7	0	The teacher gets 4 Rs. a month. The pupils learn Hindee Arithmetic.
Hydurpoor, ...	Ram Sing, ...	8	8	0	The pupils learn Hindee Arithmetic; 2 of them are industrious and willing to learn. The teacher gets 3 Rs. a month.
Madeepoor, ...	Zokee Ram, ...	8	8	0	The teacher gets 3 Rs. a month. The pupils have little or no inclination to learn, nor do their parents seem inclined to urge them.
	Carried over, ...	203	198	5	

Statement of Schools of Northern Pergunnah, Zillah Dehlie—(continued.)

Village.	Name of Teacher.	Number of Pupils.	Caste of Pupils.		Remarks.
			Hindoos.	*Mahomedans.*	
	Brought forward, ...	203	198	5	
Moonakah, ...	Nuthoo Sing, ...	10	10	0	The teacher has died; no other person has yet been appointed to his place. The salary of the teacher is 3 Rs. a month.
Nuglee Poona, ...	Chyna, ...	12	12	0	The teacher gets 4 Rs. a month, assisted by 4 other neighboring villages. The pupils are willing to study Hindee Arithmetic which they learn at present.
Pooth Kullan, ...	Ameenchund, ...	18	18	0	Ditto ditto ditto.
Peetumpoorah, ...	Ram Lall, ...	8	8	0	Ditto ditto, 2 boys of this number have made considerable progress in Hindee Arithmetic.
Buktawurpoor, ...	Lakha, ...	14	14	0	The teacher gets 3-8-0 Rs. per mensem. The pupils have learnt "Phailawut" and Measurement.
Dhukka, ...	Kishun Lall, ...	17	17	0	The teacher gets 2-8-0 Rs. per month. The pupils learn Hindee Arithmetic.
Pullah, ...	Lujja Ram, ...	11	11	0	The teacher gets 3 Rs. per mensem. The pupils learn Hindee Arithmetic and Sanskrit.
Jantee, ...	Hurgobind, ...	8	8	0	The teacher gets 1 rupee a month. The pupils learn Hindee Arithmetic and Uchar Abhyas.
Sersah, ...	Raj Kurrun, ...	5	5	0	Ditto ditto ditto.
	Carried over, ...	306	301	5	

Statement of Schools of Northern Pergunnah, Zillah Dehlie—(continued.)

Village.	Name of Teacher.	Number of Pupils.	Caste of Pupils.		Remarks.
			Hindoos.	Mahomedans.	
	Brought over, ...	306	301	5	
Shikarpoor, ...	Sheo Suhao, ...	9	9	0	The teacher gets 2 Rs. a month, and is an able scholar, and well inclined to teach his pupils.
Khyra Kullan, ...	Hurchund, ...	7	7	0	The teacher gets 2 Rs. a month. The pupils learn Hindee Arithmetic.
Hoolumbee Kullan, ...	Lalla, ...	5	5	0	The teacher gets 4 Rs. a month. The school has been established since the last two months only.
Allypoor, ...	Ram Buksh, ...	13	13	0	Rs. 2-8-0 was allowed to the teacher, but for the last two months this has been stopped, though the teacher gratuitously continues to attend the school. The zemindars have expressed their desire to continue the allowance.
Jhurowda, ...	Hurgobind, ...	7	7	0	The teacher gets a rupee per month. The school has been established since the last 20 days, and the children have commenced the Hindee Alphabet.
	Total, ...	347	342	5	

Dehlie Collectorship,
The 3rd January 1852.

(True Copy.)
(Signed) A. A. Roberts,
Collector.

(Signed) R. B. Morgan,
Collector.

Statement of Schools of Southern Pergunnah, Zillah Dehlie.

Village.	*Name of Teacher.*	*Number of Pupils.*	Caste of Pupils.		Remarks.
			Hindoos.	*Mahomedans.*	
Chiragh Dehlie, ...	Sheosuhae, ...	14	14	0	The teacher gets 4 Rs. a month, contributed by 5 other neighboring villages: he is qualified and industrious. The pupils are willing to learn. They learn at present Uchar Abhyas, Phailawut and Maptole, as well as Putwaree's Books. Some of the pupils have made considerable proficiency. Of the 14 boys, 9 are the sons of biswadars of the village, 3 bunyahs and 2 brahmins.
Mitraon, ...	Pemraj, ...	30	30	0	The teacher gets 3 Rs. a month. The pupils are taught Uchar Abhyas, and Phailawut, and attend the School regularly.
Dolehrah, ...	Gunga Ram, ...	11	11	0	The teacher gets 3 Rs. a month from the village, and is a worthy man; the number of pupils is 11, 9 brahmins, who are studying at present Sheegur Bodh, and 2 jats, who learn Hindee Arithmetic, &c.
Palum, ...	Gunga Dass and Humza Alee, ...	19	18	1	The teacher gets 3 Rs. a month, and instructs his pupils in Sarsoat Asoomed, &c., while the Mahomedan teacher gets six annas per pupil per month, and imparts Goolistan, Bostan and Kureema: both of the teachers are qualified.
	Carried over, ...	74	73	1	

Statement of Schools of Southern Pergunnah, Zillah Dehlie—(continued.)

Village.	Name of Teacher.	Number of Pupils.	Caste of Pupils.		Remarks.
			Hindoos.	Mahomedans.	
	Brought forward, ..	74	73	1	
Oojawah, ...	Ram Dyal, ...	3	3	0	The teacher gets one rupee a month from the village. The pupils are taught Arithmetic in Hindee.
Duryapoor, ...	Hur Suhae, ...	3	3	0	Ditto ditto ditto.
Golana and Gungurwa, ..	Tunsookh, ...	8	8	0	Ditto 3 Rs. ditto ditto.
Majree and Kherka Goojur,	Kishen Suhae, ...	4	4	0	Ditto 1 Re. ditto ditto.
Gocla Kullan, ...	Put Ram, ...	4	4	0	The teacher gets one rupee a month. The pupils are taught Arithmetic in Hindee.
Bhopunea, ...	Kishen Loll, ...	16	16	0	Ditto 4 Rs. ditto ditto.
Sooksur, ...	Ram Dyal, ...	3	3	0	Ditto 2 Rs. ditto ditto.
Moondela Khoord and Kullan and Bakur Gurh, ..	Sheo Lall, ...	8	8	0	Ditto 2 Rs. ditto ditto.
Khyr, ...	Motee, ...	6	6	0	Ditto 2 Rs. ditto ditto.
Soorehda and Jafurpoor, ..	Motee, ...	4	4	0	Ditto — Rs. ditto ditto.
Dechoun Kullan, ...	Shadee, ...	8	8	0	The pupils are taught Phailawut. The teacher gets 2 Rs. a month.
Nujjuf Gurh, ...	Salug, ...	15	15	0	The teacher gets no pay in cash, but a small quantity of grain from his pupils weekly.
Mudunpoor, Sydabad and Seekhund, ...	Ramnarain, ...	6	6	0	The teacher gets 4 Rs. a month. The boys are taught Uchar Abhyas, &c.
Mohurhund, Allee, Jeytpoor and Methapoor, ...	Futteh Ram, ...	9	6	3	The teacher gets Rs. 2-8-0 a month. The boys learn Arithmetic in Hindee; they are the sons of biswadars.
		171	167	4	

Statement of Schools of Southern Pergunnah, Zillah Dehlie—(continued.)

Village.	*Name of Teacher.*	*Number of Pupils.*	Caste of Pupils.		Remarks.
			Hindoos.	*Mahomedans.*	
	Brought over, ...	171	167	4	
Oakla, Joolena Surae and Khizrabad,..	Gordhun, ...	6	6	0	The teacher gets Rs. 1-8-0 a month. The boys learn Arithmetic; they are the sons of biswadars of the village.
Surae Kurra Khan and Telokheree, ...	Hurnarain, ...	8	7	1	The teacher gets 8 annas per month from each boy; the pupils are taught Arithmetic in Hindee.
Chundoo, ...	Ahmed Allee, ...	6	6	0	The teacher gets 3 Rs. a month and daily food from the scholars. The pupils are brahmins, and learn Goolistan at present.
Mehpalpoor, Rungpoor, and Mussoodabad, ...	Bhageerut, ...	15	15	0	The teacher gets 4 Rs. a month from the villagers. The boys learn Hindee Airthmetic. Eleven boys are the sons of biswadars of the village, 3 are brahmins and one a bunyah.
Birjwasun, Kapushera, Sunulka and Rajo Kheree,.. ..	Bahadoor, ...	11	11	0	Of the 11 boys, 6 are of the brahmin caste, studying Koumdee; the others are jats, who learn Hindee Arithmetic. The teacher gets 2 Rs. a month, and is well qualified to instruct.
Nairana,..	Ramnarain, ...	5	5	0	The pupils are taught Hindee Arithmetic. The teacher gets 2 Rs. a month.
Bhurtul,..	Goordyal,..	5	5	0	Ditto ditto ditto.
	Carried over, ...	227	222	5	

Statement of Schools of Southern Pergunnah, Zillah Dehlie—(continued.)

Village.	Names of Teacher.	Number of Pupils.	Caste of Pupils.		Remarks.
			Hindoos.	Mahomedans.	
	Brought over, ...	227	222	5	
Dabree Asalutpoor, Muttola and Bindapoor, ...	Shadee, ...	11	11	0	The pupils are taught Hindee Arithmetic. The teacher gets 2 Rs. a month.
Chaola, ...	Hurchurn, ...	0	0	0	The School has been given up; the children have been withdrawn by their parents for agricultural purposes.
Tehar, ...	Nynsookh, ...	12	10	2	The teacher gets 3 Rs. a month. The pupils learn Hindee Arithmetic.
Bussee and Tutarpoor, ..	Mohun, ...	9	9	0	The teacher gets 2 Rs. a month. The pupils learn Hindee Arithmetic.
Shadeepoor and Khanpoor, ..	Mookhram, ...	5	5	0	The pupils are taught Hindee Arithmetic. The teacher gets 2 Rs. a month.
Poochunpoor, Dhool Sirrus, Bamnowlee and Umbwhaee,	Gunga Dutt, ...	9	9	0	The pupils studied Hindee Arithmetic for a short time. The teacher has gone away to Bhurtpoor, and the School is at present closed.
Gomunhera, Raotah, Maknowlee, Jhooljoolee Hussunpoor, Asalutpoor, Pundwala Khoord and Pundwala Kullan, ...	Seeta Ram, ...	0	0	0	This School has been closed lately, in consequence of the withdrawal of the children by their parents for agricultural purposes; but the boys still evince an inclination to learn, and it is therefore hoped that the School will be re-opened.
	Total, ..	273	266	7	

(True Copy.)

Dehlie Collectorship, *The 3rd January* 1852.

(Signed) A. A. Roberts, *Collector.*

(Signed) R. B. Morgan, *Collector.*

On the 6th September 1852, the Commissioner submitted a further report from the Collector of Dehlie, Mr. Roberts, of the proceedings of the last eight months, together with a Statement of Schools in the Division.

The following is extracted from Mr. Roberts' report:—"There "are now in the District seventy Schools, whereof sixty-four are "Hindee, with 588 scholars, and six Persian with 55 scholars, "giving 643 as the total number of scholars.

"Besides these Schools, which are believed to be in operation "at this moment, there have been several other Schools which have "been opened, and having remained so for various periods, have been "given up. There is a probability of many of these being again "established.

"I have not, since my return, had any opportunity of personally visiting the Mofussil Schools, or more than casually communicating with the people themselves; but the enquiries I have made from Ram Surun Dass, the Deputy Collector, and from the Tehseeldars and others, lead to the belief that the people are more alive than formerly to the importance and advantages of education, while an inspection of the Statement of the castes of the boys proves that the very class whom we wish to enlist in the cause, viz. proprietors of land, are evincing the most interest. About half the number of boys consists of jats alone, and there are several brahmins, aheers, suggas, and even a few goojurs.

"I consider therefore that Pundit Ram Dyal's appointment has been decidedly beneficial. His duty consists in visiting the different Schools, taking each Pergunnah in turn, and he is also directed to avail himself of every opportunity for recommending education to the people, and inducing them to establish new Schools.

"I beg therefore to recommend that Pundit Ram Dyal be appointed for at least another year, during which time I have no doubt but that his influence and supervision will prove still more efficacious, while I can promise my own close attention to the subject, and am sure that I shall be warmly aided by the Deputy Collector, Ram Surun Dass.

"An Abstract Statement is submitted for further elucidation of the subject."

Abstract Statement of Schools in the District of Dehlie, Central Division.

Number.	Name of Pergunnah.	Schools.			Number of Students.	Castes.								Remarks.
		Hindee.	Persian.	Total.		Musulmans.	Brahmins.	Jats.	Aheers.	Burrens.	Sugga.	Chouhans.	Other castes.	
1	Northern,	26	2	28	273	7	50	111	33	59	0	7	6	Rao Ram Surun Dass' four Elementary Books are read in most of the Schools. Arithmetic and Accounts are also taught, and several boys, particularly those of the Chiragh Dehlie School, are learning to draw Shujrehs, and to perform Putwaree's work. More advanced pupils in the Hindee schools read in Shashtree, Sursoot, Chandrika Koumdee and Manorma. In the Persian Schools, the Goolistan, Dustoor Sibbyan, &c.
2	Southern,	29	2	31	264	5	63	114	14	37	0	4	27	
3	Eastern,	9	2	11	106	13	40	2	0	18	13	6	14	
	Total, ..	64	6	70	643	25	153	227	47	114	13	17	47	

(Signed) A. A. ROBERTS,

Collector.

DEHLIE COLLECTORSHIP,
The 3rd September 1852.

This Report having been laid before the Lieutenant-Governor, His Honor was pleased to intimate in reply his gratification at finding that the attention of both the Commissioner and Collector was directed to the improvement of Village Schools.

His Honor was also pleased to sanction the continuance of Pundit Ram Dyal as Pergunnah Visitor for another year.

INDIGENOUS EDUCATION IN THE DEHLIE DIVISION.

The following particulars have been extracted from the Revenue Administration Report of the Commissioner of Dehlie.

THE Joint Magistrate of Rohtuck, in his Police report, submitted to Government in the beginning of the present year, gave a brief account of the state of the Vernacular Schools at Rohtuck, and with reference to that account, the Lieutenant-Governor required me to supply him direct with any further notices on the subject that might appear in this report.

Both the Collectors of Goorgaon and Dehlie have adverted to the measures adopted for imparting public instruction in their respective zillahs; I therefore take the opportunity of annexing here, in a Tabular* form, the result of my enquiries into the state of the Village Schools which occurred in my route through some of the Districts visited by me at the close of the past, and beginning of the present year.

The Government* required a report, in connection with the retention of the services of Ram Dyal, Inspector of Schools, of what had been done in the establishment of Village Schools throughout the Dehlie district.

* No. 1531, 9th August 1852.

The Collector's report gave 70 Schools as the number, 6 of these Persian, and 643 as the total of pupils, or about 1 to every 800 of the population. The majority (227) were jats,* and brahmins† (153). The remainder of the pupils were Aheers, Buneeas, Suggas, and Chouhans, and about 25 Mussulman pupils out of the whole.

* 227.
† 153.

'The report stated that many lads were learning to draw Shujrehs, and to perform Putwaree's work, the Collector adding "that Rae Ram Surn Dass' four Elementary Books are read in most Schools." My enquiries, a couple of months later, did not confirm this last statement. The books were to be found in some Schools, but in none were they said to be taught.

It is not easy to assign the true reason for this apparent neglect of the really useful books in questions. It is possible that the tutors being themselves generally unfamiliar with their contents, are unwilling to expose their ignorance before their pupils, and hence the Books are never produced. As an itinerant vendor of these and other Government Elementary Works accompanied my camp, many copies were purchased by Putwarees, to enable them to qualify in the districts through which I passed.

* An Abstract of this Statement is given at the close of this paper.

Mr. Roberts' Revenue Report accompanying this, gives now 106 Schools, or an increase of 41 within the year, and 1,006 pupils, or an increase of 482 in the same period. The attention bestowed both by Mr. Routh and Mr. Roberts to the education of Putwarees will be viewed with marked approbation by the Board.

My cold-weather circuit embraced a circle of about 715 miles through the Dehlie, Goorgaon, Rohtuck, Hissar, Bhuttee and Paneeput Districts.

The Mahomedan Schools have generally better and more regularly paid teachers than the Hindoo,—a fact that probably accounts for the superiority of the Mahomedan generally over the Hindoo, for it is manifest, where the teachers are well provided, they will strive to do their duty by their scholars, in order to retain their places. The Hindoo teachers must, on the contrary, be careless as to the progress of their pupils when only remunerated (as at Lonee) by a meal every third or fourth week, or as at Huttheen, where they receive no remuneration. At Oojeena there is a school and teacher, but the latter has at present no pupils, and consequently no salary.

In some populous thriving villages, I found but a solitary school, with no more than half-a-dozen scholars, out of a population little short of 3,000 persons. No School at all was found in either the Hissar or Rohtuck districts. The most ancient Schools that attracted my attention were two at Badshahpoor, in the district of Goorgaon, stated to have been founded 100 years ago, much about the period that the Fort was then erected by Mohumed Shah. The next oldest was one at Paneeput, established thirty-five years ago.

The most recently established is No. 2, a Persian School at Huttheen, where a tutor had been appointed but ten days before my arrival, on a fixed salary of Rs. 3 per mensem, with a daily allowance of food, and a Hindee School founded but eight days previous to my visit to that place.

That the people generally are beginning to feel the want of places of public instruction, may be inferred from the fact that out of the total number of Schools in my list, viz. 75, no less than 32 have been recently established, *i. e.* from eight days to two years, while several others will be found to be little older, varying from three to five years.

Though the antipathy felt by the mass of the people to changes good or bad, and their slowness to adopt measures of improvement are proverbial, the large number of Schools established within a comparatively late date, which I met with on the line of my

route, must carry with it a satisfactory assurance that the other portions of country, which did not fall within the range of my observation, have equally improved.

If the services of Ram Dyal Pundit could be extended to the Aheers of the Goorgaon District, the Jats of Rohtuck, and the Bhuttees, Ranghurs, Bishnoees and Jats of Hurreeana, his influence and persuasions might materially contribute to the springing up of numerous Schools in these quarters, and to a considerable improvement in the mode of life and habits of thinking of the present population in general, and of the rising generation in particular.

A few words on the nature of the instruction, and of the books taught in the several schools, may not be out of place here.

In some of the Hindee Schools there is nothing taught but Simple Addition, and in others, Agricultural and Commercial Arithmetic, of which there appears to be a singular absence in the Seminaries strictly Mahomedan.

The other Hindee Books in common use are—

1*st*. The Sarsot.
2*nd*. Olum.
3*rd*. Bar Khuree.
4*th*. Kukka.
5*th*. Lekha.
6*th*. Sidho Saman.
7*th*. Sigur Bodh.
8*th*. Jor Jins.
9*th*. Zimeen-kee Phailawut.
10*th*. Jor Dhouncha.
11*th*. Chunderka.
12*th*. Kaumdee.
13*th*. Munoor Ma.
14*th*. Seekhur.
15*th*. Rag Bunch.
16*th*. Bhagwut.
17*th*. Geeta.

The Books read in the Persian and Arabic are—

1*st*. Ubool Fuzul.
2*nd*. Kurreema.
3*rd*. Goolistan.
4*th*. Koran.
5*th*. Bostan.
6*th*. Buhar Danish.
7*th*. Unwar-i-Suheilee.
8*th*. Musdur-i-Fyooz.
9*th*. Khaluk Baree.
10*th*. Muhmood Nam
11*th*. Insha Ujeeb.
12*th*. Meena Bazar.
13*th*. Sikunder Nameh.
14*th*. Hosh Afza.
15*th*. Zuhooree.
16*th*. Zuleikha.
17*th*. Nirung-i-Ishk.
18*th*. Madho Ram.
19*th*. Dustoor Sibecan.
20*th*. Rooqaut-i-Alnmgeeree.
21*st*. Insha Khuleefa.

Throughout the Bhuttee district there is but one school, and that is established at Sirsa, where the first two rules of Arithmetic

are taught orally. Another is about to be founded for instruction in Hindee and Persian, and the Superintendent has recently informed me that contributions amounting to about Rs. 35 monthly, for the payment of two teachers may be expected. A Persian teacher has been selected, and a Hindee one applied for through Mr. Reid. The Superintendent failed to obtain the assistance of Government towards the projected School. The people have expressed themselves desirous to have an English teacher, but it will be sufficient time to think of English after the more useful Vernacular Schools have been established.

A want of teachers is also felt at Wuttoo, where Mr. Oliver's exertions to establish a school failed in consequence of his inability to procure one.

Extract from the Revenue Administration Report of the Collector of Dehlie, No. 220, *dated* 14*th June* 1853, *for* 1852-53, *paragraphs* 16, 17, 18.

Paragraph 16.—During the last cold season I personally visited nearly every village in the District, and held verbal communications not only with the head men, but with the inhabitants at large, on the subject of the education of their children. I found that they listened to me not only with attention and respect, but in many instances they acted upon my advice with child-like simplicity, confidence and readiness.

17.—The people had been prepared to hear about education by Pundit RamDyal, the Superintendent of Village Schools, whose exertions for three years, seconded and encouraged by Rae Ram Surn Dass, are now producing their fruits. The Pundit accompanied me throughout my tours, and we visited a number of Schools in each Pergunnah. I subjoin a Comparative Statement of Schools and Scholars for two years:—

Pergunnah.	1851-52.		1852-53.	
	No. of Schools.	Scholars.	No. of Schools.	Scholars.
Northern, ...	28	250	40	447
Southern, ...	26	200	30	369
Eastern, ...	11	74	36	186
	65	524	106	1002

The increase is not very great, but still there is an increase, and I can testify to a growing desire among the people for the education of their children, which only needs fostering and encouragement.

18. I strongly recommend the retention of Pundit Ramdial's services, and had I remained in the District, I intended to propose the establishment of at least one Central School in each Pergunnah. Several boys have already been appointed Putwarees, and Assistants to Putwarees, and many more are qualified, or will soon be so.

Extract from the Revenue Administration Report of the Collector of Goorgaon, No. 167, *dated* 19*th July* 1853.

As regards the present qualifications of the Putwarees, and the measures which have been adopted to instruct them in their duties, I beg to state as follows:—

On the receipt of the Sudder Board's Circular Order No. 4, dated 10th August last, copies of which were extensively circulated amongst the Putwarees and Lumburdars, and the contents of which were explained to all, the Tuhseeldars were directed, after calling the Putwarees and Lumburdars before them, to test their qualifications according to the minimum standard fixed by the Board, and to prepare classified lists in the form prescribed in paragraph 3 of the Circular.

On receipt of these lists in this office, I directed the Uncovenanted Deputy Collector to send for the 16 Putwarees who had been classed as "qualified" by the Tuhseeldars, and to test the accuracy of the entries by examination of the parties. The result was that the whole were pronounced by the Deputy Collector to be only "partially qualified."

16. It was not considered necessary to test the entries as regards the remainder of the Putwarees who had been declared "partially qualified" or "unqualified" by the Tuhseeldars, but they were informed that if they had any objections to prefer to the classification, such would be heard and attended to. The correctness of the entries however was challenged by one Putwaree only, and on examination by the Deputy Collector, he was found to have been properly classed by the Tuhseeldar.

18. Of a total number of 3882 Lumburdars in the District, the Tuhseeldars reported only 20 qualified; and although it has been deemed unnecessary to test the accuracy of these returns, I have little doubt of their general correctness.

19. As a further means of judging of the general accuracy of these lists, and as furnishing an explanation of the cause of these unsatisfactory results, I beg to subjoin a statement abstracted from a Report on the State of Indigenous Education in the District submitted to Government in 1846 by my predecessor, the late Mr. F. A. Fraser.

Number of Villages in District.	Number of Villages in which Schools exist.	Number of Village Schools.		Number of Scholars.	
		Persian.	Hindee.	Persian.	Hindee.
1274	49	50	50	520	789

20. In my Report for 1851-52, I stated my intention of training some of the most intelligent of the Putwarees to act as teachers, but it was found that this plan would be productive of much inconvenience, and recourse has therefore been had to the Village Pundits.

21. Thirty or forty of the most intelligent of these men, selected by the Tuhseeldar, were, on the promise of receiving appointments as teachers, if they turned out well, induced to come to Goorgaon, and to qualify themselves by going through a course of study under the Head Master of the School established here. As these men were pronounced qualified by the Deputy Collector, they were drafted out into the Pergunnah and located at convenient spots, and the work of instruction was commenced.

22. The required number of Pundits is now complete, and the following Statement shows the number of Pundits located in each Tuhseeldaree, and the number of Putwarees receiving instruction:—

Name of Tuhseeldaree.	Number of Pundits.	Number of Putwarees receiving instruction.
Rewaree,	7	98
Sonuh,	4	58
Noh,	5	45
Pulwul,	5	58
Ferozepoor,	4	50
Poonahana,	4	59
Goorgaon,	3	41

23. The Pundits are required to keep up Diaries and furnish Monthly Statements of the attendance of the Putwarees, and the progress made by each. The Tuhseeldars are required to inspect each School and examine the scholars once a month, and to forward a Monthly Report to the Uncovenanted Deputy Collector, to whom I have entrusted the general superintendence of the scheme.

24. The salaries of the Pundits, which range from 6 to 10 rupees a month, are levied by a percentage on the pay of the Putwarees, and with a view to extend, as much as possible, the usefulness of the Schools, they have been made available to aspirants to the office of Putwaree, each of whom pays four annas a month for instruction.

25. Much progress has, I fear, not been made as yet by the Putwarees in their studies, as the Pundits were only appointed in May last, and in the Village of the Rewaree Tuhseel only during the past month.

26. The above observations apply almost exclusively to Putwarees, and the measure will make but slight impression on the general state of education in the District. I have however reason to believe, from my intercourse with the people, that a similar scheme introduced into all the Villages of the District would meet with a favorable reception from the Zemindars. The great difficulties are the want of competent teachers, and the scarcity of good books; but these I would hope are not insurmountable.

At the present day thirty-two men are under training in the Goorgaon School, most of whom will, I expect, in the course of a month or two, be qualified to undertake the work of tuition, when I intend to offer their services to any Zemindars who may apply for them, and who will guarantee the payment of a salary sufficient for their support.

27. An important impulse might, I conceive, be given to the cause of education in these Districts, by affording facilities for the purchase of good and popular books; and the establishment of a Book Depository at Dehlie, for the sale of such works would be a measure of utility.

(True Extracts.) T. METCALFE,
Commissioner.

Statement showing the number of Village Schools visited by the Commissioner of the Dehlie Division, during the year 1852.

Name of District.	*Name of Pergunnah.*	*Number of Schools.*	*Number of Scholars.*
Dehlie,	Eastern Pergunnah,	6 Hindee,	112
		5 Persian,	60
Goorgaon,	Pulwul,	1 Hindee,	6
	Hutheen,	2 Hindee,	7
		2 Persian,	8
	Sonuh,	3 Persian,	38
	Jharsah,	4 Persian,	25
		2 Hindee,	35
	Rewaree,	6 Hindee,	180
		9 Persian,	83
Rohtuck,	Rohtuck,	4 Persian,	53
		1 Hindee,	12
	Bhewannee,	4 Hindee,	139
Hissar,	Hissar,	1 Persian,	12
Paneeput,	Paneeput,	1 Sanskrit,	14
		2 Hindee,	65
		9 Arabic,	117
		12 Persian,	222

APPENDIX E.

INDIGENOUS SCHOOLS IN AJMERE AND MAIRWARRA.

TOWN OF AJMERE.

THE number of Schools in the town of Ajmere had in the year 1852 diminished by four, though there had been an increase in the number of scholars. The 38 Schools of 1851 contained 546 boys, whereas the 34 Schools of 1852 contained 582.

These Schools may be classed in two groups, viz. the Arabic and Persian, or Mussulman Schools, of which there were 19, and the Hindee and Sanskrit, or Hindoo schools, of which there were 15.

The former were attended by 305 Mussulmans and 14 Hindoos, and the latter by 277 Hindoos and only 2 Mussulmans, so that after having made an allowance for the religious prejudices that prevent the Mahomedan population from studying the literature of the conquered race, it appeared that the Arabic and Persian languages were more extensively taught than the Hindee and Sanskrit. Of the 19 Schools supported by the Mussulmans, five were exclusively devoted to the reading, or rather reciting of the Koran, in ten Persian was taught in addition to the Koran, and in four Persian books alone were studied. The instruction imported in the Persian and Arabic Schools was not of a very high order. Most of the teachers confined themselves to Gulistan, Bostan, Maduram, Insha Khuleefa, and other well known books. Secundernamah was read in one School, and Euclid, Arithmetic and Logarithms were studied in another. Oordoo appears to have been excluded from all the Schools, though no specific information on this point had been obtained.

Dr. Buch reports :—" Of those teachers who teach only the " Koran, none receive a fixed income. They attach themselves to " the different mosques which have been built for different corpora- " tions of artisans, and instruct the children of those to whom the " mosque belongs, in return for which they are provided with food, " and receive a present of three or four rupees when the children " leave School. Amongst those who teach Persian in addition to the " Koran, there are four who are remunerated in a similar manner, three " are supported by private individuals and three by the Durgah. " And lastly, the four teachers who instruct their scholars only in

" Persian are all of them supported by private individuals. The sala-
" ry of these teachers varies from Rs. 4 to Rs. 15 per mensem. The
" latter sum is paid by Nawab Abdul Kurim Khan, the son of the
" Nawab of Tonk, to the teacher first-named in the list. Some of the
" Schools supported by private individuals can scarcely be called
" public Schools, as they are only resorted to by the children of the
" supporters.

" In all these Schools the length of time during which most
" boys prosecute their studies is very great, if compared with the
" small amount of knowledge which they acquire; but their attendance
" is exceedingly irregular. They generally commence at an early
" age, from five to seven years, and when they leave School after
" having spent some ten or twelve years in the Persian, or twelve or
" thirteen years in the Arabic Schools, they possess little beyond a
" mechanical knowledge of the Koran, and an equally mechanical
" knowledge of office style."

HINDEE SANSKRIT SCHOOLS.

Of the fifteen Schools supported by the Hindoo population, six taught Sanskrit alone, three both Sanskrit and Hindee, and the other six Hindee accounts exclusively. The Sanskrit Schools were attended by brahmins principally, and the books taught were generally those in which Pundits instruct brahminical youth. The Hindee Schools were frequented by Mahajuns, and a considerable number of Kaiths. The teachers of the Hindoo Schools received no fixed salary, but were paid by the parents for each subject which their children successively acquired.

Abstract of Indigenous Schools in the Town of Ajmere.

	Number.	Number of Pupils.	Age of Boys.	Castes.					
				Musulmans.	Brahmins,	Rajpoots.	Mahajuns.	Kaiths.	And others.
Arabic and Persian Schools, ..	10	217	4 to 10	212	0	0	0	3	2
Arabic Schools, ...	5	76	5 to 16	76	0	0	0	0	0
Persian Schools, ...	4	26	7 to 20	17	0	2	1	5	1
Hindee and Sanskrit Schools, ..	3	58	6 to 25	0	22	0	11	15	10
Sanskrit Schools, ...	6	42	7 to 26	0	34	0	0	4	4
Hindee Schools, ...	6	163	5 to 33	2	29	4	3	90	35

DISTRICT OF AJMERE.

The Pergunnahs in which there were Indigenous Schools were eight, viz. Ramsur, Kekree, Bhenai, Pohkur, Pesangun, Rajgurh, Mussodah and Harmara.

In the year 1852 there was an increase of both schools and scholars in the Pergunnahs of Ramsur, Kekree, Bhenai and Pohkur. The year 1851 presented 38 schools, and 464 scholars, while the past year showed 47 Schools and 762 scholars.

The Indigenous Schools in the District of Ajmere were all of them maintained by the people, most of the teachers in Kekree, Bhinae, Pesangur, Mussodah and Harmara being supported in the same way as in the town of Ajmere.

With the sole exception of the recently established school at Rajgurh, the Hindee-Sanskrit languages alone were taught in the schools under consideration. The population of the surrounding Districts consisting almost entirely of Hindoos, there was no demand for Persian or Oordoo learning. In twenty-three schools nothing was taught but Hindee accounts, in three the four books of Ramsurun Dass had been introduced, since they were first visited by the Pergunnah Visitor; in two Schools Sanskrit alone was read, and in the remaining eighteen the usual Sanskrit books, such as Saraswut, Shigrbodh and Amarkosh were taught, in addition to Hindee accounts. Among the Hindoos, the Brahmins surpassed all others in point of numbers; but of 392 brahmins more than one-half, viz. 236 attended the Hindee-Sanskrit Schools in the town of Pohkur. In all the other Pergunnahs the mahajuns were the most numerous.

Dr. Buch remarks: "Those boys who learn only Hindee accounts, do not generally remain more than 12 or 18 months at School. As soon as they have acquired a sufficient knowledge of Multiplication and Division, they go to assist their parents in their business. Those who learn Sanskrit generally spend nine or ten years, sometimes from twelve to fifteen years at school."

In Pergunnah *Ramsur*, the inhabitants of each of the villages, Ramsur and Shreenuggur, had established a new (Hindee-Sanscrit) School, the teacher of which received a fixed salary of Rs. 6 per mensem out of the Village Funds. The example thus given by two villages will, it is hoped, soon be followed by others. During his visit in the cold season of 1852-53, the Visitor found four other villages, the inhabitants of which were prepared to establish similar schools, if the necessary arrangements were made by the village authoritics. In each village a number of inhabitants pledged themselves to pay certain monthly sums towards the support of a teacher.

In Pergunnah *Kekree*, the number of Schools had risen from ten in the year 1851 to *sixteen* in the year 1852, and the number of scholars from 127 in the former year to 247 in the latter. Among the seven new Schools which had been established during the past year, there was one at Sidhara, the teacher of which was supported in a similar manner to that stated in the preceding para. His pay however was only Rs. 4 per mensem. Another teacher was supported by the Thakoor of Para, but at the time of the Visitor's visit, he taught only the children of the Thakoor. New Schools have also been established in Pergunnah *Bhinae*, and the general attendance of scholars is better than it was in the year 1851. The inhabitants of Pergunnahs Ramsur, Kekree and Bhinae were beginning to manifest a desire for education.

In Pergunnah *Rajgurh* there had been no School in the year 1851. In 1852 there was one School supported by the Tehsildar of Rajgurh, whose children received instruction in the Persian language. The remainder of the inhabitants however were entirely without the means of educating their children. In Pergunnah Pesangur there were still five Schools, the same number as in 1851; but the number of scholars had decreased from 78 to 69. The inhabitants of neither Pesangur nor Rajgurh had evinced any disposition either to establish new Schools or to improve the old ones. This indifference appears to be owing chiefly to the Thakoors, who are very generally opposed to the spread of education among the people.

Regarding Pergunnahs *Mussodah* and *Harmara* but little could be said, they having been visited for the first time in the year 1852.

In Pergunnah *Pohkur*, education had been entirely confined to the town of Pohkur. Since the year 1851 the number of Schools had decreased from 14 to 13, but the number of scholars had risen from 152 to 237. Among them there was only one Mahajun, all the others being Brahmans. The teachers were supported by the proceeds of the numerous Hindoo shrines which have been erected at Pohkur by wealthy natives of Rajpootanah and other parts of India. They received no remuneration from their scholars.

With reference to the report on the Schools in the Town and District of Ajmere, the Lieutenant-Governor observed that "it would be interesting in future, reports to contrast the Khalisah with the Jageer and Istumraree villages, so as to show how many were under instruction in the former, and how many in the latter, and in what respects the character of the instruction in the two classes of villages differed."

His Honor also stated that "the sale of Educational Books was in some degree a test of the desire for improvement which exists amongst the people;" and Dr. Buch was requested to turn his attention to the subject of establishing agencies for the sale of School Books.

Statement of Indigenous Schools in the District of Ajmere, in the year 1852.

Names of Pergunnahs.	Names of Schools.	No. of Schools.	Number of Pupils.	Age of Pupils.	Castes.					
					Mussulmans.	Brahmins.	Rajpoots.	Kaiths.	Mahajuns.	Other Castes.
Ramsur, ...	Hindee-Sanskrit,	2	73	10 to 20	5	14	0	1	44	9
Kekree, ...	Hindee, ...	7	136	5 to 13	6	18	1	4	80	27
	Hindee-Sanskrit,	8	103	7 to 15	0	43	4	1	48	7
	Sanskrit, ...	1	8	10 to 15	0	8	0	0	0	0
Bhinae, ...	Hindee-Sanskrit,	4	47	8 to 16	1	23	3	0	15	5
	Hindee, ...	6	86	7 to 14	1	6	5	7	62	5
Pesangur, ...	Hindee, ...	4	47	7 to 14	0	11	5	0	28	3
	Hindee-Sanskrit,	1	22	6 to 12	0	4	2	0	16	0
Rajgurh, ...	Persian, ...	1	3	8 to 18	0	2	0	1	0	0
Mussodah, ..	Hindee, ...	7	104	5 to 16	0	19	6	0	45	34
	Sanskrit, ...	1	5	9 to 16	0	4	1	0	0	0
Hurmarah, ..	Hindee-Sanskrit,	1	10	7 to 14	0	2	0	0	8	0
	Hindee, ...	1	16	6 to 16	0	2	0	0	10	4
Pohkur, ..	Hindee-Sanskrit,	13	237	7 to 20	0	236	0	0	1	0
	Total, ...	57	897	5 to 20	13	392	27	14	357	94

MAIRWARRA.

During the past year there was an addition of six Schools to the number that existed in 1851. The number of scholars, too, which had been 250, increased to 364.

In addition to the eight Schools supported by the Government in 1851, a new School to be maintained from the same source was established at Daver. These nine were distributed as follows:—

1 Persian-Arabic School at Nya Nuggur.
2 Hindee-Sanskrit ditto ditto.
1 Ditto ditto ditto in the Military Bazar.
1 Ditto ditto ditto at Beaur.
1 Ditto ditto ditto at Bursawara.
1 Ditto ditto ditto at Kachublee.
1 Ditto ditto ditto at Mundlan.
1 Ditto ditto ditto at Daver.

9 Total.

Of the teachers in these Schools six were Brahmins, one a Mussulman and one a Juttee.

Nya Nuggur.—The Persian-Arabic School in Nya Nuggur was conducted by a well informed and laborious man. The average attendance was between 30 and 40 boys daily.

In the other two Government Schools in the town of Nya Nuggur, both Sanskrit and Hindee were taught; but the instruction imparted was only of an elementary nature, Hindee accounts and the first two books of Ramsurun Dass, being the only subjects taught in the Hindee language. No blame however was to be attached to the teachers, who appear to be efficient and well informed men. On this subject Dr. Buch observes:—"The great difficulty with which "they, no less than the teachers of all Hindee classes in this part "of India, have to contend, is that the boys who confine themselves "to the study of Hindee have for the most part only one object in "view; viz. to acquire Hindee accounts."

Some of the pupils in the Government School in the Military Bazar were instructed in Saraswut. The others were taught Hindee accounts, and the 1st and 2nd Books of Ramsurun Dass.

The remaining five Government Schools are established amongst the agricultural population of Mairwarra. They were resorted to almost exclusively by the sons of Mahajuns and Zemindars. Two of them, viz. the Schools of Beaur and Barsawara, were well attended, the number of scholars in the former having amounted to 36, and in the latter to 42. The attendance at the other three was small, the visitor having found only 17, 18 and 10 scholars respectively. Yet the villages in which these schools are situated, are large and populous. The teachers too are painstaking men, one of them in particular is in the habit of going from house to house, to induce the parents to send their children. But as yet the number of those who are desirous to avail themselves of the means placed within their reach, is small. Dr. Buch reports:—"In most places the reason which the cultivators "assigned to the Visitor for not sending their children to school, "was that they had to assist their parents in their agricultural pur-"suits. The character of the said five schools was a purely elementary "one. In one of them, viz. the newly established school at Daver, "nothing was taught beyond Hindee accounts; in the other four the "teachers had lately introduced the first and second Books of Ram-"surun Dass, in addition to Hindee accounts. But here another "difficulty presented itself. The teachers of all the schools expressed "their willingness to instruct their scholars in the said books, provided "they were supplied with the necessary numbers of copies, for the people "themselves did not seem inclined to purchase any. During the "whole of his tour the visitor could not dispose of a single copy.

" This want of books must necessarily retard the progress, which other-
" wise there is every reason to believe the schools would make."

The nine Schools supported by the Government in the District of Mairwarra were attended by 263 scholars, giving an average of 29 boys for each school. Of the different castes, that of the Mahajuns was most numerously represented, nearly one-half of the boys belonging to it. This was more particularly the case in those schools which were situated in the villages of the District; for whilst there were only two Mahajuns in the Persian School at Nya Nuggur out of 39 scholars, 11 in the Military Bazar school out of 33, and 21 in one of the Hindee Sanskrit schools in Nya Nuggur out of 51, there were 27 mahajuns in the Beaur Schools out of 36, 20 at Barsawara out of 42, 8 at Mundlan out of 18, and 9 at Daver out of 10 scholars. They appeared to resort to these schools almost exclusively for the purpose of acquiring Hindee accounts, for two only attended the Persian Schools at Nya Nuggur, and there were none in the other two Persian Schools conducted by private individuals. Next to the Mahajuns in point of numbers came those various castes which were comprised under the general designation of "other castes." Under this general name the visitor enumerated no less than 31 different castes, some of which were almost unknown in other parts of India. Amongst them the most numerous were the Rawuts. Of brahmins there were 39, of which no less than 34 attended the four schools in Nya Nuggur and the Cantonment; the remaining 5 attended the schools of Beaur, Kachablee and Mundlan. They appeared more desirous to obtain such information as was within their reach, than the Mahajuns; this was evident from the very large number of brahmins, 34 out of 39, who resorted to the three best schools in the district, whilst only 32 mahajuns out of 112 attended the same schools. It is somewhat remarkable that one-fourth of the whole number of brahmins were studying Persian in the Persian School at Nya Nuggur. The Mussulman population of Mairwarra was far less numerous than that at Ajmere. This accounts for the small number of Mussulmans, only 16, in the Government Schools of Mairwarra.

The age at which the boys are admitted varies considerably not only in the different Schools, but also in one and the same school.

The earliest age at which boys are admitted appears to be four years. This was the case in two of the Schools at Nya Nuggur, in the Cantonment School and in that at Kachablee. In one School the youngest scholar was five years of age; in three the age of the scholars ranged from 6, to 13 or 14, and in one there was no scholar under seven years of age.

In the Schools at Nya Nuggur the difference of age between the youngest and the oldest scholar was very great. In one school it varied from 4 to 29, in another from 4 to 32, and in a third from 5 to 25.

It has already been stated, that in addition to the nine Schools supported by the Government, there was an equal number of schools supported by the people. Eight of these schools were in the town of Nya Nuggur, and one was in the village of Ballee in Pergunnah Todgurh as noted in the margin.*

2 Arabic Schools at Nya Nuggur.
2 Persian ditto at ditto,
1 Sanskrit ditto at ditto.
3 Hindee ditto at ditto.
1 Hindee ditto at Ballee.
9 Total.

In the two Arabic Schools at Nya Nuggur, which were resorted to by Mussulmans only, nothing was taught but the Koran.

The two Persian Schools were of a somewhat higher order than the Arabic Schools. The teacher of one of them, who was supported by the Serishtadar, is said to be a well informed, intelligent man. At the examination held by the visitor, two of the boys acquitted themselves very creditably. Among the seven boys who attended this school there were no Mussulmans.

The Sanskrit School at Nya Nuggur was the only School in the District in which Sanskrit alone was taught. The number of boys resorting to it was but small; there were six brahmins and one Mahajun. This was confirmatory of the statement that the Mahajuns, as a class, seemed to care only for a knowledge of Hindee accounts, and the elements of reading and writing.

In the remaining four Schools little was attempted beyond Hindee accounts. One teacher also taught the religious books of the Jains. The school at Ballee was conducted by a female teacher who instructed about 14 boys of the Mahajun caste in Hindee accounts.

Of the teachers of the 9 Schools supported by the people, four were Mussulmans, two Brahmins, and three Juttees. With the exception of the teacher supported by the Serishtadar, and the teacher of the Sanskrit School at Nya Nuggur, it did not appear that they were qualified to impart more than the most elementary instruction. One only of them, viz. the Persian teacher supported by the Serishtadar, was on the receipt of a regular monthly income. The others received presents sometimes in money, but more frequently in provisions, from the parents of their scholars. They realized altogether not more than from two to three rupees per mensem.

The number of boys under instruction in the nine Schools supported by the people was only 101, while there were 263 in the nine Schools supported by the Government. The preference evidently given to the Government Schools seems to indicate that the teachers who are placed over them, have succeeded in gaining the confidence of those among

whom they labor. Of the 24 Mussulmans who attended these nine Schools, 17 learned only the Koran, 5 were pupils of the 2nd Persian School at Nya Nuggur, and 2 learned Hindee. The Rajpoots appeared to take less interest in education than any other caste. In the Government Schools there was one Rajpoot, in the private schools there were two; altogether three out of 364 boys.

In reply to the report on the Village Schools of Mairwarra, the "Lieutenant-Governor observed that "the late Settlement of the Land "Revenue of Mairwarra, if the nature and tendency of the measure "were rightly understood, could scarcely fail to give a considerable "stimulus to the desire for a knowledge of the rudiments of learning. "The Zillah Visitor should take every opportunity of explaining to "the people how a knowledge of Reading and Writing would serve to "give security to the rights in the land which they were recognized "as possessing."

His Honor thought it of great importance that the instruction given in the Government Schools should not be gratuitous, and recommended the importance of demanding monthly fees, however small.

Instruction in the Koran and in Sanskrit in the Government Vernacular Schools was likewise prohibited.

Statement of Indigenous Schools in the Province of Mairwarra, in the year 1852.

Names of Pergunnahs.	Names of Schools.	No. of Schools.	No. of Pupils.	Age of Pupils.	Castes, Mussulmans.	Brahmins.	Rajpoots.	Kaiths.	Mahajuns.	Other Castes.
Beaur, ...	Hindee-Sanskrit,	3	101	4 to 32	3	24	1	0	41	32
	Hindee, ...	4	87	4 to 22	2	5	2	0	51	27
	Sanskrit, ...	1	7	5 to 15	0	6	0	0	1	0
	Arabic-Persian,	2	44	5 to 26	18	10	0	9	2	5
	Persian, ...	1	7	5 to 9	0	0	0	6	0	1
	Arabic, ...	2	17	7 to 26	17	0	0	0	0	0
Todgurh, ...	Hindee, ...	5	101	4 to 16	0	4	0	0	56	41
	Total, ...	18	364	4 to 32	40	49	3	15	151	106

Grand Total of Indiyenous Schools in the Town of Aymere, the District of Ajmere, and the District of Mairwarra, in the year 1852.

Name of Town or District.	No. of Schools.	Number of Scholars.			Castes of Scholars.					
		Present.	Absent.	Total.	Musulmans.	Brahmins.	Rajpoots.	Kaiths.	Mahajuns.	Other Castes.
Town of Ajmere, ..	34	522	60	582	307	85	6	26	106	52
District of Ajmere, (exclusive of Town of Ajmere,)	57	883	14	897	13	386	27	14	353	94
Ditto of Mairwarra, ..	18	339	25	364	40	49	3	15	153	104
Grand Total, ...	109	1744	99	1843	360	520	36	55	612	250

APPENDIX F.

CURATOR'S DEPOT.

The following Statement will furnish a Tabular view of the Curator's Operations, during the year 1852.

Years.	No. of Books issued.	Value of Books issued.	Supplied to Depôts.	Actual Sales.	Receipts.	Payments.	Sent to the Collector.	Books issued gratis.	Value of Books issued gratis.
1845	2370	503 2 1	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1846	24000	2932 11 0	0 0 0	0 0 0	1886 10 8	166 10 6	1720 0 2	1236	153 18 0
1847	25074	3225 5 11	0 0 0	0 0 0	4115 1 11	72 12 0	4035 5 11	241	176 2 0
1848	7215	2079 1 0	0 0 0	0 0 0	4405 11 11	58 6 6	4347 0 0	32	36 3 0
1849	5659	2200 5 1	0 0 0	0 0 0	1962 9 5	37 0 0	1925 0 0	683	620 7 0
1850	30020	10296 10 11	3063 15 0	7232 11 11	5376 3 0	192 8 8	5183 10 4	808	3448 11 0
1851	52190	14128 13 2	9591 10 7	4537 2 7	6292 2 1	194 14 8	6097 3 5	310	892 13 6
1852	73029	22166 8 4	10462 13 7	11703 10 9	9081 8 9	1004 11 3	8706 13 6	3251	6592 1 0
1853	77511	20088 12 4	13502 11 2	6586 1 7	5957 15 5	894 15 7	5062 15 10	3163	3901 13 5

In 1850 a material increase was observable in the sale of Books, the issues of that year being 30,020; 52,190 indicate the issues of 1851, and 73,029 those for the year under review; thus showing an average annual increase of 21,504.

The number of Books and Maps received into the Depository during the year 1852, amounted to 72,147; and, including 50,238 volumes sent to the several Zillah Depôts, 19,540 volumes sold to individuals, and 3251 volumes distributed to public Officers, the total number of books issued during the year amounted to 73,029 volumes, showing a reduction in the general stock of 882 volumes.

The total value of the 73,029 volumes disposed of as above mentioned, was Rs. 22,166-8-4, of which Rs. 6,592-1-0 was the value of Books distributed gratis to public Officers, Rs. 10,462-13-7 was recoverable from the Depôts, and Rs. 5,111-9-9 was due from individuals.

The amount realized from the Depôts and private individuals during the year was Rs. 9,081-8-9, the Depôts having paid in the sum of Rs. 4,771-6-7, and the sum of Rs. 4,310-2-2 having been recovered from individuals, leaving a balance against the Depôts, amounting to Rs. 13,580-4-3, and against individuals the sum of Rs. 1,130-0-6.

The miscellaneous charges for packing and other necessary disbursements amounted to Rs. 1,004-11-3, or Rs. 4-8-6 per cent. on the issues, or Rs. 11-1-0 per cent. on the sums realized.

The stock on hand at the close of the year consisted of 1,67,725 volumes, valued at Rs. 32,361-6-5.

The Depôts in existence at the close of the year were those of Agra, Allahabad, Allygurh, Banda, Benares, Bareilly, Ajmere, Meerut, Dehlie, Cawnpore, Shahjehanpore, Budaon, Calpee, Bijnour, Saharunpore, Furruckabad, Mynpoory, Jounpore, Umballah, Rohtuck, Lahore, Midnapore, Futtehpore, Muttra, Roorkee, and the Visitor General's Depôt. The city shops were those at Dehlie and Agra.

The shop at Dehlie, and the Muttra and Roorkee Depôts, were established during the year 1852. Since 1853 the Dehlie Depôt has been closed, and the books have been transferred to the Dehlie shop, under the charge of Lalla Ramsurun Doss, the Deputy Collector.

Every endeavor has been employed to extend the agency of the Curator at Agra by means of a City Shop and Colporteurs, but without success. During the past year a third Colporteur was engaged, but having failed in his itinerant labors, he was permitted to open a shop at the Loha-ki-mundee. The success here was smaller than before, and the man was discharged altogether, as his sales did not cover a moiety of his salary.

Energy of mind and activity of body are essential qualifications for a good Colporteur, and these were wanting in the present individual. Baneechund, the other Colporteur, has been considerably successful in his labors.

COLPORTEURS' LABORS.

Years and Months.		Banee Chund.		Baij Bullub.	
		Government Books.	*Private Books.*	*Government Books.*	*Private Books.*
1852	June,	48 8 0	1 11 0	24 11 0	3 11 0
,,	July,	38 11 0	2 14 0	28 7 6	0 10 0
,,	August,	41 1 0	1 6 0	22 1 0	0 7 0
,,	September,	30 5 0	2 13 6	43 6 6	1 3 3
,,	October,	34 9 6	0 7 0	0 0 0	0 0 0
,,	November,	78 12 3	10 12 0	15 9 0	0 3 0
,,	December,				
		271 14 9	19 15 6	134 3 0	6 2 3
1853	January,	30 0 0	0 0 0	20 0 0	0 0 0
,,	February,	29 15 0	1 0 0	19 4 6	0 15 0
,,	March,	34 1 0	0 15 0	24 3 6	0 3 0
,,	April,	45 9 6	19 4 0	6 2 6	23 2 0
,,	May,	30 15 6	12 5 0	4 13 0	30 7 0
,,	June,	18 7 0	21 7 0	0 0 0	28 6 0
,,	July,	0 0 0	0 0 0	9 0 0	0 13 0
,,	August,	18 9 9	42 2 0	25 10 0	1 0 0
	Total,	207 9 9	97 1 0	109 1 6	84 14 0

It is a singular fact that at fairs and other religious assemblages the efforts of the Colporteurs in the disposal of books have invariably failed.

COLPORTEURS' CHARGES.

Year and Months.	Fixed charges.	Miscellaneous charges.	Commission.	Total.
1852.				
January, ..	0 0 0	0 0 0	0 0 0	0 0 0
February, ..	0 0 0	0 0 0	0 0 0	0 0 0
March, ..	0 0 0	0 0 0	0 0 0	0 0 0
April, ..	0 0 0	0 0 0	0 0 0	0 0 0
May, ..	0 0 0	0 0 0	0 0 0	0 0 0
June, ..	5 14 0	1 11 0	7 5 1	14 14 1
July, ..	8 0 0	0 0 0	6 11 6	14 11 6
August, ..	8 0 0	0 0 0	6 4 11	14 4 11
September,	8 0 0	0 0 0	3 0 6	11 0 6
October, ..	8 0 0	5 6 9	7 12 10	21 3 7
November,	8 0 0	0 0 0	0 0 0	8 0 0
December, ..	8 0 0	2 0 0	1 8 11	11 8 11
Total, ..	53 14 0	9 1 9	32 11 9	95 11 6

During the seven months that Banee Chund and Brijbullub, the two Colporteurs, were employed in 1852, the income of the former was Rs. 8-6-0 per month, inclusive of commission, and of the latter Rs. 6-2-0. The miscellaneous charges indicated in the margin were expenses incurred on journies to out-stations.

CITY SHOP SALES.

Year and Months.	Books sold.	Amount of Govt. Books sold.	Amount of private Books sold.	Total.
1852.				
January, ...	496	22 15 0	1 1 0	24 0 0
February, ...	142	21 7 8	1 8 0	22 15 10
March, ...	196	24 11 2	0 14 0	25 9 2
April, ...	103	10 14 6	2 7 0	13 5 6
May, ...	74	89 11 0	2 9 0	92 4 0
June, ...	429	53 9 2	33 2 0	86 11 2
July, ...	544	67 4 6	0 0 0	67 4 6
August, ...	86	43 11 2	2 4 0	45 15 2
September, ...	90	60 2 10	4 14 0	65 0 10
October, ...	267	50 10 2	7 15 0	52 7 2
November, ...	136	54 4 4	7 5 0	61 9 4
December, ...	364	67 8 4	2 5 0	69 13 4
	2927	566 13 10	66 4 0	627 0 0

The charges attending the maintenance of the shop are also given in the margin. The Superintendent's income during the year has equalled Rs. 12-5-2¼ per mensem, being the aggregate of his salary and commission.

CITY SHOPS.

Year and Months.	Fixed charges.	Miscel. charges.	Commission.	Total.
1852.				
January, ...	6 9 6	0 1 0	2 4 9	8 15 3
February, ...	6 9 6	0 0 0	2 2 3	8 11 9
March, ...	6 9 6	0 0 0	2 7 6	9 1 0
April, ...	6 9 6	0 0 0	1 1 6	7 11 0
May, ...	6 9 6	0 0 0	8 15 6	15 9 0
June, ...	6 9 6	0 0 0	5 5 9	11 15 3
July, ...	6 9 6	0 0 0	6 11 8	13 5 2
August, ...	6 9 6	0 0 0	4 5 11	10 15 5
September, ...	6 9 6	13 11 11	6 0 3	26 5 8
October, ...	6 9 6	0 0 0	5 1 0	11 10 6
November, ...	6 9 6	0 0 0	12 2 10	18 12 4
December, ...	6 9 6	0 2 0	2 10 6	9 6 0
Total, ..	79 2 0	13 14 11	59 5 5	152 6 4

When the premises for the shop were engaged, it was understood that any extra repairs were to be paid by the tenant. The Rs. 13-11-11 noted in the margin were charges incurred partly for white washing, &c., and partly for a second wooden sign-board.

BENGAL SECRETARIAT

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH WESTERN PROVINCES

OF THE

BENGAL PRESIDENCY,

FOR 1853-54.

AGRA:

PRINTED AT THE SECUNDRA ORPHAN PRESS.

1854.

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REPORT.

GENERAL REMARKS

ON THE REPORT OF PUBLIC INSTRUCTION, FOR THE YEAR 1853.

THERE have been no important changes in the Educational Institutions in the North Western Provinces, or in their management, during the year.

Agra College.

The attendance at the Agra College, which had in some measure decreased, from causes specified in previous reports, has begun again to rise, the numbers in the year under report being 313. Of these, it is important to remark, that 273 study English in connection with one or both of the Vernacular languages.

The number of students who retain the privilege, under the former system, of free attendance, has diminished from 89 to 64. From the remainder, the sum of Rs. 2,377 has been realized as entrance and tuition fees, being a larger amount than at any previous period.

The regularity of attendance is, as hitherto, commendable, the average proportion of those present, to the entire number on the rolls, being 95 per cent.

A considerable number of students from a distance resort to this College; and of these, four from Ulwar are maintained, according to custom, by the Rajah of that State.

The students of the Agra College continue to be distinguished l a creditable knowledge of the English language and European Sciences, and by an increasing proficiency in Vernacular study. The attention of this Committee, as well as of the other Committees of Public Instruction throughout the Provinces, has been earnestly directed by the Government to the free, correct, and idiomatic use of English, both in writing and conversation; as well as to an accurate and perfect command over the Vernacular tongue, and ready ability of translating from one into the other.

The English and Vernacular lectures continue to be conducted with ability and success.

The Library has been increased by the very extensive and valuable bequest of the late Lieutenant-Governor; and the additions from this and other sources during the year, have amounted to 1,121 volumes.

Dehlie College.

The attendance in the Dehlie College has advanced from 315 in the previous year, to 333 in the present, and the Committee anticipate a continuing increase in the number of students. The free students of this College were 85. The fees have increased from Rs. 1,910 in 1852, to Rs. 2,082 in 1853. The proportion of average attendance was 87½ per cent. of the number upon the rolls.

There has been a gratifying tendency on the part of the Mahomedan students to study English. It has been impressed upon the Committee that, although the Government do not insist upon all the students of Oriental literature being also students of English, yet that such as do not study that language should be invariably instructed in European Science, through the medium of the Vernacular. Experience has shown that a highly useful amount of scientific information may, in this manner, be communicated.

The scholarships in this College have hitherto been allotted to an extent, and in a manner, which give them more the character of a subsistence allowance, than that of the reward, in the higher classes, of approved and continued diligence and merit. The re-modelling of this class of allowances, generally, so that they may be conferred upon a correct and uniform principle, in all the Educational institutions of the Government, is now under consideration, and will be determined on the result of inquiries which have been circulated for the purpose.

Benares College.

The number of students at the Benares College is 330; nearly the same as in the previous year. There are at present 218 free students; but the rule of the universal payment of fees, is being steadily introduced. The sum realized on this account, during the year under report, is Rs. 832, being an increase of Rs. 71. The attention of the Committee has been drawn to the expediency of establishing an entrance fee, as in the other Colleges. The average proportion of students in attendance was 92 per cent.; 36 of the students come from a distance. Twenty-two gained employment during the year.

Measures are in progress for establishing a Surveying class in this College.

The peculiar labors of Dr. Ballantyne, in imparting to the Pandit class a knowledge of the Philosophy and Science of Europe, are being prosecuted with unabated vigor. With reference to these, "the Lieu-

tenant-Governor observed, with much interest and satisfaction, the progress of the Sanskrit and Anglo-Sanskrit classes, and looked forward to results of the greatest importance from the training of the most forward and capable among the Sanskrit students, in English Literature and Science; and he deeply appreciates the advantages to be expected from the valuable and extensive contributions towards that object, which have been provided through the varied and accurate learning, and the well-directed assiduity of the Principal, in the series of 'Reprints for the Pandits,' and other similar publications."

Bareilly College.

Although a slight falling off has been experienced in the number of students, the income from fees has advanced from Rs. 852 in the previous year, to Rs. 874 in that under report. The average attendance was nearly 91 per cent. of the whole number on the rolls. Twelve of the students obtained employment as Sub-Assistant Overseers on the Grand Trunk Road.

Upon the whole, although the literary and scientific standard of this College, is somewhat below that of the others, it maintains its character for supplying a valuable course of useful and practical education, and the native classes at Roorkee continue to be replenished from it by intelligent and well-prepared candidates for employment in the Department of Public Works.

Saugor School.

The attendance at the Saugor School has materially increased, and now stands at 284. The average proportion of pupils present was above 86 per cent. of the whole number on the rolls. The tuition and entrance fees have increased by Rs. 145 to Rs. 745; and there is reason to believe that the institution grows in popularity. The attainments of the pupils, though of a more elementary nature than elsewhere, is yet considered, from the results exhibited by the examination, to be satisfactory. Measures have been adopted for giving instruction in Field Surveying, which, with reference to the approaching Revenue settlement, it is trusted, will prove of practical advantage in the district.

Ajmere School.

The number of scholars in the Ajmere School has decreased a little, being now 212; of these only 37 are free students. The income from tuition fees has increased from Rs. 389 to Rs. 529. The enforcement of an entrance fee has been enjoined upon the Committee. The average proportion of attendance was 88½ per cent. Of the students, 30 are noted as coming from a distance.

The Lieutenant-Governor observed with much satisfaction, that a steady increase had taken place in the number of the pupils learning

the English language. In the latter half-year under report, the numbers had increased from 77 to 102; and what was still more gratifying, of the five Persian Scholarship-holders, only one was stated not to study English.

The Thomason College at Roorkee.

The name of this College has been altered under the command of the Honourable Court of Directors, in order to perpetuate the memory of its Founder, and will henceforth stand as the THOMASON COLLEGE OF CIVIL ENGINEERING AT ROORKEE.

The standard of acquirement prescribed for candidates desirous of entering the 1st Department, has been somewhat lowered in Mathematical subjects, and it is hoped that the change will secure a class of students more thoroughly grounded in other and more practical branches of learning. Some other changes introduced during the year, or subsequently, upon the annual reports of the Principal and Visitor, will be found in the detailed remarks.

The 3rd Department, which has been increased in numbers, continues to furnish a supply of useful subordinates in the department of Public Works. It also affords a valuable means for the acquisition of Engineering knowledge by the more advanced scholars from Mr. H. S. Reid's Central School.

Measures are being taken for the establishment of a "Civil Engineering Institute," of which the Lieutenant-Governor highly approved, and "trusted that its constitution and continued activity, may prove an important auxiliary toward the improvement of the students trained in the Roorkee College, and to the general advancement of engineering science, and its practical adaptation and efficiency in India."

It is in contemplation also to procure the services of an Engraver from Europe, with a view to the introduction of the art both in the instructive and working branches of the Institution.

In the Appendix [A.] will be found a correspondence with a Committee which was appointed by the Lieutenant-Governor with a view to suggest any amendments of the course of instruction at this important Institution, and of the orders issued in consequence; as also of a correspondence with the Visitor of the College, on aiding the practical acquaintance of the students with the principles and details of constructions of Roads and Bridges,—a class of works for which there is so constant and urgent a demand throughout the country.

A revised set of rules has also been issued during the year, and published in General Orders by His Excellency the Commander-in-Chief, for introducing different improvements in the regulation and discipline

of the 2nd Department of the College. These rules have been placed in Appendix C.

A Professor of Geology has very recently been appointed to the Institution.

The operations of Mr. H. S. Reid, towards the promotion of Indigenous education, will be reported as usual, in a separate form.

A notice of the steps taken in districts beyond the immediate sphere of his operations,* for the encouragement of Vernacular schools, will be found among the Appendices of this report.

Ajmere, Delhie, Roorkee.

An interesting report of the School at Indore, supported by the Maharajah Holkar, is also inserted as an Appendix.

A statement of the results of the operations of the Curator of Government School Books, showing a marked increase in the demand for Educational works, is likewise printed.

Efforts are being prosecuted in all the Government Colleges, for imparting to the students a familiar acquaintance with official forms and language, so that they may be qualified to enter with more readiness and success, upon such public offices as may be open to them.

A system has also been matured for circulating periodically, among the heads of the several offices throughout the country, the names of such students of the higher classes as have proved themselves to be specially fitted for public employment.

Measures are now under consideration for securing an uniform curriculum of study, suited to the wants and present capabilities of the students in all the Colleges of Government, and it is hoped that, in the ensuing year, the scheme may be brought fully into operation.

The following Resolution, on the general condition of the Anglo-Vernacular Colleges and Schools in the North Western Provinces, was recorded by the Lieutenant-Governor on a review of a valuable report furnished on the subject by Dr. Mouat, the Secretary of the Council of Education at the Presidency, who was deputed on a tour of inspection of the greater number of these Institutions during the Season 1852-53.

RESOLUTION.

The Hon'ble the Lieutenant-Governor proceeds to record the few remarks which seem to be immediately called for on a review of the comprehensive and valuable report furnished by the Secretary to the Council of Education in Calcutta, of the result of his enquiries and

observations on his inspection of the most important institutions of education in the North Western Provinces.

II.—It is not on this occasion necessary, nor would it be attended with practical advantage, to follow that report through its detailed notices and comments on the several institutions to which it refers. These comments will have careful attention as the annual reports of the condition and operations of the Colleges, during the past year, come separately forward for consideration. His Honor has recently had opportunities of inspecting the Benares and Agra Colleges, and he intends shortly to examine the institution at Roorkee, where, doubtless, much remains to be done, in order to secure for the pupils the utmost degree of useful instruction, or suitable experimental training for the different branches of employment, in connection with the Department of Public Works, in which their services will be required.

III.—The passage from the report, which is extracted in the margin*, contains the only decidedly unfavorable remark respecting anyof the teachers of the institutions, (excepting as to Mr. Nicholls, late Head Master of the Benares College, who has now retired on pension) which has been recorded by Dr. Mouat; a copy of this passage will be forthwith forwarded to the Benares Local Committee, in order that they may state their opinion as to the fitness of further retaining Mr. Concanon in the educational service.

* EXTRACT.

"The classes professed to be taught by Mr. Concanon, were nearly as ignorant as their master, who was without exception one of the most incompetent instructors I ever met with."

IV.—The result of the enquiries which the Lieutenant-Governor has already made, has abundantly shown him, that the first great object of effort in the Anglo-vernacular Institutions of these Provinces, is, (as is indeed strongly indicated in the report under consideration,) to give an accurate, elementary, and grammatical knowledge, and a ready, correct, and idiomatic use in writing and in speech, both of the English and Oordoo languages. Till these media of thought and expression are thoroughly mastered, so as that the meaning of passages of some scope and difficulty in an English author can be clearly understood by a student, then adequately rendered by him, in appropriate words, in his own Vernacular tongue, and then again stated by him in English with a fair amount of purity, aptitude, and precision, he must be regarded as essentially wanting in the knowledge upon which every sound superstructure of higher acquirement must be raised, and which, in itself, will be of the greatest value to him in the pursuits of his after-life.

V.—The immediate attention of the Government will, therefore, be given to perfecting, as far as it can find the means, all grades of the Junior instructive establishments of the Colleges, so that the students may go up fully prepared to benefit by the teaching of the able Officers

who discharge the superior duties of Principal, or, if they leave the Institutions (as many of them do) before they reach to the highest classes, that they may have the qualifications which will be most prized, whether in a public or private career, and which may best enable them to prosecute, by their own exertions, any subsequent course of self-improvement.

VI.—His Honor is satisfied that for the present, and until a much more correct and free knowledge of the English language becomes general, the course of studies in the Colleges in the North Western Provinces, must be kept within a comparatively limited range.

VII.—It would as yet, consequently, be premature to act upon Dr. Mouat's suggestion for the adoption of a common course of study in the Colleges under this Government and in Bengal; nor could the seasons of examinations be made the same. It is understood that the examinations of the Bengal Colleges, are now held on the 1st half of April, and that the long vacation is taken by the scholars and teachers, after their close, or during May, and part of June. His Honor concurs on this point with the late Lieutenant-Governor, whose opinion respecting it is of great authority, that it is far better to have the examinations in this Division of the Presidency, as at present, during the cold weather.

* See paragraph 4, of letter No. 1897, of November 11th 1851, to the Secretary to the Council of Education, Calcutta.

VIII.—A scheme of studies, prepared by the Principals of the North Western Province Colleges, was submitted by them to the Government in March 3rd, 1853, and has received the Lieutenant-Governor's attentive consideration. He is clearly of opinion that it must be subjected to revision, with a view to its being made more easy and practical, and more moderate in extent. Separate instructions are issued on the present date upon this subject.

IX.—It is a remarkable circumstance, and one much to be regretted, that so few of the higher classes, or of the superior native officers in the different branches of administration, have as yet seen sufficient prospect of benefit, to induce them to send their children into the Anglo-vernacular Colleges under this Government. Dr. Mouat refers in his report to the comparatively small number of Mahomedans who attend the College at Dehlie, and adds that, of these, very few are the sons of gentlemen. The Lieutenant-Governor has strong hopes that a favorable change may be effected, at not a distant period, in this respect. Orders have been recently* given for imparting to the senior students of the Colleges, a knowledge of official style and practice,—for making known to the public officers, with whom rests the power of nomination, the names and qualifications of the higher students,—and for habitually training the different classes in a correct

*No. 51 A., dated 24th November 1853.
No. 265, dated 28th January 1854.
No. 47 A., dated 3rd February 1854.

and free use of the English language,—which may all be expected to conduce, in part, towards such a change. At the same time, the demand for a conjoint familiarity with the English and Oordoo languages, is rapidly increasing in the public service, and in the Judicial department, especially, that demand will soon probably become very general and active. In the districts under the Bengal Government, candidates are not now admitted to compete for a Moonsiff's diploma, who have not reached the Junior scholarship standard in the Colleges; and it is certain that a conversancy with English language, is absolutely essential to all who are called upon to attain an extended and liberal knowledge of the principles and precedents of Jurisprudence and Law. These considerations are here adverted to, as supporting the views which have been stated in regard to the systematic and careful cultivation of English, as a language to be made one of accurate and familiar habit. They are important, also, in considering the direction to be given to the course of education,—especially, it may be said, in respect to the degree of attention and encouragement to be devoted to the study of the more advanced pure mathematics.

X.—The Government has, it should be here recorded, a scheme under preparation, for obviating, as far as practicable, one of the greatest difficulties with which the Colleges in the North Western Provinces have to contend, namely, the want of an adequate supply of duly qualified teachers for the Junior classes. It is the intention also of the Lieutenant-Governor to require, that all the teachers of the English classes, of whatever grade, shall apply themselves, as a condition of their appointments, to acquire a free and copious use of the Oordoo language, without which, as before referred to, they must essentially fail in forwarding, and in testing, the proficiency of their pupils in English.

XI.—Dr. Mouat, it is to be added, speaks highly of the amount of scientific instruction communicated at the Dehlie College through Treatises in Oordoo. His Honor places considerable value on the amount of instruction which can be conveyed in that form, especially on scientific subjects. He has recently appointed a Committee for the purpose of fully reviewing, and reporting on, all the works which have been prepared in Oordoo in these Provinces, with a view to the communication of European knowledge.

No. 19 A., DATED 6TH JANUARY.
Members:
W. Muir, Esq., *President.*
G. J. Christian, Esq.,
H. S. Reid, Esq.,
and
C. P. Carmichael, Esq., *Secretary.*

XII.—In placing Dr. Mouat's report on the records of the Government with these observations, the Lieutenant-Governor would offer to that able and zealous officer, his best acknowledgments for the energy and care with which he prosecuted the enquiries on which he was requested to engage, and for the observations and hints,—the more useful on account of his great experience in the superintendence of Education in India,—which he has offered for the assistance of this Government.

Ordered, that a copy of the above Resolution be communicated to Dr. Mouat for his information, in acknowledgment of his report No. 1625, of the 20th September last, and that an extract, paragraphs 4 to 10, be forwarded for the information of the several Committees of Public Instruction, and for record in their offices. The special attention of all the Masters in the Colleges and other Institutions, will be directed by the Committees, to the instruction intimated in paragraph 9, in regard to their perfecting themselves in a knowledge, and free use, of the Oordoo language.

The following is an abstract of the attendance and expenditure for each of the Government Colleges :—

Names of Institutions.	Students on the 31st December 1853				Studying.						Total expenditure during the official year 1853-54.			Average expense incurred for each pupil.			Remarks.
	Christians.	Moosulmans.	Hindoos.	Total.	English.	Arabic.	Persian.	Oordoo.	Hindee.	Sanscrit.							
Agra, ...	30	44	239	313	273 [a]	13 [b]	0	15 [c] [d]	14 [d] [b]	6	34,023	12	11	108	11	2	
Dehlie, ...	15	112	206	338	212	38	57	122 [d]	95 [b]	27	37,352	11	6	112	2	8	
Benares, ...	3	19	307	329	204	6	89	0 [c]	0 [d]	80	38,905	15	6	118	4	1	
Bareilly, ...	1	74	208	283	175	0	0	99 [c]	17 [d]	0	22,453	11	0	79	5	5	
Saugor, ...	26	42	216	284	72	0	55	161 [c]	112 [d]	0	9,150	3	9	32	3	6	
Ajmere, ...	0	43	169	212	102	0	40	45 [c]	72 [d]	0	14,105	0	0	66	8	0	
Total, ...	75	334	1345	1754	1038	57	191	434	310	113	1,55,991	6	8	88	14	11	

(a) Those entered in this column, study English, with one or more of the Vernaculars.
(b) With Persian.
(c) With Arabic, or Persian, or Hindee.
(d) With Sanscrit, or Persian, or Arabic.

AGRA COLLEGE.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION, ON THE 31ST DECEMBER 1853.

Names.	*Official Designation.*
C. Grant, Esq., ...	Accountant, North Western Provinces.
W. Muir, Esq., ...	Secretary to Government, N. W. P.
J. Murray, Esq., ...	Civil Surgeon, Agra.
S. S. Brown, Esq., ...	Judge of the Sudder Dewanny and Nizamut Adawlut, N. W. P.
E. H. Morland, Esq., ...	Civil and Sessions Judge, Agra.
G. J. Christian, Esq., ...	Secretary Sudder Board of Revenue, N. W. P.
M. R. Gubbins, Esq., ...	Magistrate and Collector of Agra.
P. B. Reid, Esq., ...	Assistant to the Secretary to Government, N. W. P.
H. S. Reid, Esq., ...	Visitor General of Indigenous Schools, N. W. P.
J. W. Sherer, Esq., ...	Assistant Secretary to Government, N. W. P.
E. A. Reade, Esq., ...	Member of the Sudder Board of Revenue, N. W. P.
C. B. Thornhill, Esq., ...	Inspector General of Prisons, N. W. P.
R. Thornton, Esq., ...	Register, Sudder Dewanny and Nizamut Adawlut, N. W. P.
J. Grant, Esq., ...	Superintending Surgeon, Agra Circle.
J. Middleton, Esq., ...	Secretary, Local Committee of Public Instruction, and Junior Member of the same.

Establishment of the Agra College, on the 31st December 1853.

Name.	*Designation.*	*Amount of Salary.*	*Date of Appointment.*
J. Middleton, Esq.,	Principal and Secy. L. C. P. I.,	600 0 0	1st February 1845.
Mr. L. Clint,	Head Master,	400 0 0	12th May 1853.
Mr. J. F. McConnell,	Master,	200 0 0	25th April 1846.
Mr. J. W. Beale,	Asst. Math. Professor and Ver. Lecturer,	150 0 0	27th May 1853.
Mr. A. Sharpley,	Master,	100 0 0	3rd April 1851.
Kedarnath,	Ditto,	50 0 0	3rd Feby. 1849.
Kulyan Singh,	Ditto,	25 0 0	
Salig Ram,	Ditto,	16 0 0	22nd Sept. 1853
Sham Loll,	Ditto,	14 0 0	5th February 1852
Mr. J. F. McConnell,	Writing ditto,	30 0 0	29th Decr. 1842.
Mr. J. F. Goulding,	Drawing ditto,	175 0 0	3rd April 1853
Moulvee Mahomed Muzhur,	Arabic Professor,	100 0 0	3rd Sept. 1851
Moonshee Abool Hussen,	Persian Teacher,	60 0 0	2nd January 1847
„ Mahomed Raheem,	Ditto ditto,	30 0 0	19th Augt. 1824
„ Kureemooddeen,	Oordoo Teacher,	50 0 0	3rd Feby. 1850
„ Ali Asghur,	Ditto ditto,	30 0 0	
„ Gholam Dustgeer,	Ditto ditto,	14 0 0	5th Sept. 1850
Pandit Chirangiv,	Sanscrit ditto,	60 0 0	29th Sept. 1852
„ Heera Lall,	Ditto ditto,	20 0 0	15th March 1841
„ Munnoo Lall,	Hindee ditto,	50 0 0	3rd Novr. 1848
„ Kesho Pershad,	Ditto ditto,	30 0 0	8th August 1848
„ Choonee Lall,	Ditto ditto,	20 0 0	8th Sept. 1826
„ Shunker Lall,	Hindee Arith. ditto,	30 0 0	13th August 1825
	ESTABLISHMENT.		
Naseer Khan,	Librarian,	25 0 0	3rd January 1849
Mool Chund,	English Writer,	16 0 0	22nd Septr. 1853
	1 Furrash,	5 0 0	7th Novr. 1823
	1 ditto,	5 0 0	25th June 1852
	1 Duftree,	5 0 0	1st Decr. 1849
	1 ditto,	4 0 0	1st March 1851
	1 Chupprassy,	4 0 0	16th June 1848
	2 Chowkeedars, at 4 each,	8 0 0	
	1 Bhister,	7 0 0	
	2 Brahmins, at 3-8 each,	7 0 0	
	1 Sweeper,	4 0 0	
	Contingencies,	1 0 0	
	Total, Co.'s Rs.	2345 0 0	
Mr. S. W. Fallon,	Supernumerary,	250 0 0	29th Feby. 1848
	Grand Total, Co.'s Rs.	2,595 0 0	

The changes which have taken place during the year are as follow:—

First.—Mr. L. Clint was appointed Head Master in the room of the late Mr. J. K. Williams in May, and joined his appointment in June last. This appointment has been filled up in a very satisfactory way,—a blank which had for some time existed in the College establishment.

Second.—Mr. Beale was, in May last, relieved from the duties of teaching the 4th Class, and appointed Assistant Mathematical Professor in the room of Pandit Koonj Behary, who obtained an appointment in the office of the Visitor General of Indigenous Schools. To these duties were added those of Vernacular Lecturer, and his salary was in consequence increased from Rs. 130 to Rs. 150. To the performance of these functions, Mr. Beale has addressed himself with zeal and success.

Third.—The Native Writer having died in September last, Pandit Mool Chund, 7th Master, was appointed to the situation, and Salig Ram, an intelligent student of the Senior Class, succeeded him.

Fourth.—The Drawing Master, Mr. T. Hembrough, having obtained, in December 1852, an appointment elsewhere, Mr. J. F. Goulding, then employed in the Dehlie College, succeeded him.

Abstract of Students on the Rolls of the Agra College, on the 31st December 1853.

Department.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
English, ...	30	24	213	0	267
Oriental, ...	0	20	26	0	46
			Grand Total, ..		313

The number of students (Christians, Mahomedans, and Hindoos,) on the Rolls, shows an increase of 15, compared with that of last year, the numbers being as 298 in 1852, to 313 in 1853.

Detail of Studies pursued in the Agra College, during the year 1853.

Number of Students Studying.

English.				*Oordoo.*			*Hindee.*					
Only.	With Oordoo only.	With Oordoo and Persian, or Arabic.	With Hindee or Sanscrit.	Only.	With Persian or Arabic.	With Hindee or Sanscrit.	Only.	With Sanscrit.	With Persian or Arabic.	Persian only.	Arabic and Persian.	Sanscrit.
5	142	72	54	0	12	3	0	7	7	0	13	6

It is gratifying to remark that, of the total number of students in the College, viz. 313, there are 273 studying English, together with one or both of the Vernaculars; the remaining boys study Arabic, Persian and Sanscrit, with Oordoo or Hindee, it being a condition of admission into, and continuance in the College, that the Vernaculars shall not in any case be neglected, unless by Christians.

Detail of Fees realized in the year 1853, *in the Agra College.*

	Monthly Tuition Fees.												Entrance Fees.	
	Number of Students who pay, each,												*No.*	*Amount.*
Free Students.	Rs. 5	As. 0	Rs. 3	As. 0	Rs. 1	As. 0	Rs. 0	As. 8	Rs. 0	As. 0	Rs. 0	As. 0		
64	10		5		13		221		0		0		163	267 0 0

Monthly detail of Entrance and Tuition Fees.

Month.	Amount realized. Entrance Fees.	Tuition Fees.	Month.	Amount realized. Entrance Fees.	Tuition Fees.
January, ..	0 0 0	182 8 0	Brought over,	130 0 0	1015 8 0
February, ..	38 0 0	169 0 0	July, ...	10 0 0	183 0 0
March, ...	22 0 0	140 8 0	August, ..	30 0 0	165 8 0
April, ...	28 0 0	157 8 0	September, ..	40 0 0	178 8 0
May, ...	24 0 0	191 8 0	October, ..	22 0 0	179 8 0
June, ...	18 0 0	174 8 0	November, ..	22 0 0	203 8 0
			December, ..	13 0 0	184 8 0
Total, ..	130 0 0	1015 8 0	Total, ..	267 0 0	2110 0 0

There has been an increase in the number of paying students, owing partly to the increase in the number attending the College, and partly to the wearing out of "free students;" the number, as will be seen by the above return, is 249,—a larger one than has been hitherto reported, and exceeding the number at the close of last year by 25. The income from this source is now about Rs. 188-8-0 per mensem.

Statement of Admissions, Withdrawals, &c. during 1853, *in the Agra College.*

Particulars.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
Number on the Rolls at the commencement of the Session, ...	28	35	235	0	298
Ditto of new admissions, ..	12	19	78	0	109
Ditto of re-admissions, ...	6	6	42	0	54
Ditto of withdrawals, ...	12	5	81	0	98
Ditto of expulsions, ...	*3	*9	*28	0	40
Ditto of death or protracted sickness, ...	1	2	7	0	10
Ditto on Rolls at the end of the Session, ...	30	44	239	0	313
Daily average attendance, ..	28	42	227	0	297

* Struck off the Rolls for absence beyond thirty days.

Statement of attendance during 1853, *in the Agra College.*

Average number on the Rolls, ...	310
Average attendance, ...	297
Proportion per cent. of attendance to the average number on the Rolls,	95·0

The daily attendance, as shown in the return above given, has been satisfactory, being 297 on the average number on the Rolls; viz. 310, or about 95 per cent.

Comparative Statement of Attendance, Fees, and average cost of Education in the years 1852 *and* 1853, *in the Agra College.*

Year.	*Number of Students.*	*Per-centage of average attendance.*	*Entrance and monthly fees realized.*	*Total expenditure.*	*Cost per student.*
1852, ...	298	312. 0	2389 8 0	33603 9 4	120 12 6
1853, ...	313	297. 2	2377 0 0	34023 12 11	116 4 8

The total expenditure of the College for the year under report, was Rs. 34,023-12-11, against Rs. 33,603-9-4, the expenditure during the year preceding; but although it exceeds the expenditure of last year by Rs. 420, the average cost for each student has decreased from Rs. 120-12-6 to Rs. 116-4-8.

List of Students who had come from a distance to be educated in the Agra College, during 1853.

No.	*Name.*	*Class.*	*Place of Abode.*	Remarks.
1	Kanjee Mull, ...	1st Class.	Alwur.	
2	R. Holmes, ...	3rd „	Lahore.	
3	Mungul Sein, ...	3rd „	Alwur.	
4	Bukhtawur Singh, ...	3rd „	Alwur.	
5	Kishen Sahoy, ...	4th „	Allahabad.	
6	Luchmun Singh, ...	4th „	Alwur.	
7	Kulyan Singh, ...	4th „	Muttra.	
8	Gopal Chunder, ...	4th „	Brindabun.	
9	Gooroo Churn, ...	4th „	Benares.	
10	Mahomed Meer Khan, ..	5th „	Ferozabad.	
11	Sheo Buksh, ...	6th „	Cawnpore.	
12	W. Holmes, ...	6th „	Lahore.	
13	Ramdial, ...	6th „	Photapore.	
14	Juttun Lall, ...	7th „	Boondee.	
15	Radha Raman, ...	7th „	Benares.	
16	Abdool Hoscin, ...	7th „	Kunouj.	
17	Sham Lall, ...	8th „	Benares.	
18	Moorlee Dhur, ...	8th „	Kunouj.	
19	Niamet Ali, ...	8th „	Kooreh.	
20	Deen Dial, ...	8th „	Coel.	
21	Anunt Ram, ...	1st Persian.	Nabha.	
22	Abdool Hie, ...	2nd „	Kuramunpore.	
23	Khoda Buksh, ...	2nd „	Cawnpore.	
24	Omrao Singh, ...	2nd „	Muttra.	
25	Liakut Ali, ...	2nd „	Mooradabad.	
26	Brindasserie, ...	2nd „	Benares.	
27	Moorlee Dhur, ...	1st Sanscrit.	Almorah.	
28	Rughonath, ...	1st „	Almorah.	
29	Raheem Buksh, ...	3rd Oordoo.	Mynpoorie.	

The number of youths coming from a distance to learn in the College, continues to be considerable,—a gratifying proof that its usefulness is not confined to those in the immediate vicinity, and that its fame is widely spread. The number of admissions into the College of such youths, during the previous year, was 28, which is exceeded by that for the present year by one. Among these will be observed the names of four youths from Alwur. For years past the Rajah has sent to, and continued at, the College, a few youths selected at Alwur for their ability, and whom he maintains, while they are pursuing their studies at Agra.

List of Students belongiag to the Agra College, who obtained employment during the year 1853.

No.	*Name.*	*Class.*	*Nature of Employment.*	*Salary.*
			ENGLISH DEPARTMENT.	Rs. A. P.
1	Koonj Behary,	1st	Visitor General of Schools' Office,	50 0 0
2	Salig Ram,	1st	7th Master, Agra College,	16 0 0
3	Mungul Sein,	1st	Presbyterian High School,	20 0 0
4	Obhai Churn,	1st	Vaccinator, Agra Dispensary,	10 0 0
5	C. Fox,	2nd	Employed with a Patrol,	0 0 0
6	Raja Ram,	2nd	Pergunnah School Visitor,	30 0 0
7	Jowahur Lall,	2nd	Transferred to Roorkee College,	0 0 0
8	Jadonath,	2nd	Accountant's Office,	20 0 0
9	Shiv Shunker,	3rd	Ditto ditto,	15 0 0
10	Teeka Ram,	3rd	Ditto ditto,	15 0 0
11	Jankey Pershad,	3rd	Compositor Secundra Press,	5 0 0
12	Mookhta Pershad,	3rd	Allygurh Road,	40 0 0
13	Chundee Pershad,	4th	Revenue Survey, Pinahut,	10 0 0
14	Shiv Rakhun,	4th	Accountant's Office,	15 0 0
15	Heera Lall,	4th	Compositor Secundra Press,	4 0 0
16	Makhun Lall,	4th	Civil Auditor's Office,	16 0 0
17	Chutter Bhooj,	4th	Apprentice, Collector's Office,	0 0 0
18	Sheo Ruttun,	5th	Private Tutor,	10 0 0
19	Bhugwan Das,	7th	Carpenter,	4 0 0
20	Lall Chund,	7th	Compositor,	4 0 0
21	J. H. Stephen,	8th	Ditto,	10 0 0

The withdrawals for appointments from the Senior Classes, have been, as usual, high, though fewer than during the previous year, the numbers being as 22 to 37. Notwithstanding that so many have left, there are still several youths of much promise, remaining amongst the more advanced pupils. The effect of the constant drain, is, on the whole, to keep down the standard of education in the College, while it causes the College itself, at the same time, to be more sought after, and makes it more generally popular.

The examination for the past year commenced on the 15th November, and continued with little interruption down to the 23rd December, when the College closed for the customary vacation. The examination has been searching, and as little prolix as was compatible with the thorough examination of each youth in all the subjects about which he had been engaged during the Session.

The following paragraphs, based upon the remarks of the examiners, show the state of the different classes:—

The *vivâ vocé* part of the Literature Proper of the classes generally, was examined by Dr. John Grant, who bestowed much time and pains upon it. In other subjects the examination was conducted by the Secretary to the Committee, assisted by the Head Master, and, in the Oriental Department, by Mr. Fallon and Oriental Professors. The Mooftee Reazooddeen kindly examined the Arabic class *vivâ vocé*; while Moulvie Syed Mohumed, of the Dehlie College, prepared a paper of questions for the Senior Persian Class, and examined and valued the answers.

Sanscrit (Junior) Class.—This class consisted of eight students; teacher, Pandit Heera Lall. It was examined by the Senior Pandit, who reported favorably upon it.

Senior Class.—This class contained sixteen students; teacher, Pandit Chirangiv. The answers were examined by Professor Hall, of the Benares College; the general average of the marks assigned by him, showed considerable and sound attainment. Besides the reading fixed for the class, most of the youths desired to be examined in separate private reading. The result evinced much diligence in the students, and zeal in their teacher who had directed them. It is worthy of remark that a greater number of youths from without, compete in this class for scholarships, than in any other: the number on the present occasion was four.

Arabic Class.—This class consisted of twenty students; teacher, Moulvie Mohumed Muzhur Ali. Dr. Sprenger examined the papers of the youths, and expressed himself well pleased with the manner in which they acquitted themselves; though the Arabic passage for translation was beyond the reading of the youths, the Doctor considered that it was exceedingly well translated in some cases.

Junior Persian Class.—This class consisted of forty-five students, and was taught by Moonshee Mohumed Raheem. The result of the examination was considered unsatisfactory.

Senior Persian Class.—This class consisted of forty-nine students; teacher, Moonshee Abool Hussen. The papers were prepared for this class, and the answers examined by Moulvie Syed Mahomed, of the

Dehlie College, whose report was favorable of the proficiency of the youths.

HINDEE DEPARTMENT.

Third (Junior) Class.—Teacher Pandit Choonee Lall. This class consisted of twenty-seven youths, and was examined by Munnoo Lall, the Senior Hindee Pandit, who reported favorably upon it, both in respect to the reading and explanation, and the spelling of the youths. In Grammar the youths were somewhat deficient.

Second Class.—This class consisted of eighteen youths; teacher, Pandit Kesho Pershad. It was examined by Pandit Munnoo Lall, who reported favorably upon it generally. There were a few cases in which full marks had been given, and the averages may be considered high.

1st (Senior) Class.—This class consisted of twenty-four students; teacher, Pandit Munnoo Lall. The chief Sanscrit Pandit who examined it, reported very favorably upon it in all respects.

OORDOO DEPARTMENT.

3rd (Junior) Class.—This class consisted of eighty-two students; teacher, Moonshee Gholam Dustgeer. The class was not a very good one, and was, moreover, not creditable in point of discipline.

2nd Class.—This class consisted of forty-five students; teacher, Moonshee Ali Asghur. A few of the youths appeared to be well advanced, but there was more inequality in the class than there should have been; and the spelling, an important exercise, was found to be particularly defective.

1st (Senior) Class.—This class consisted of twenty-eight students; teacher, Moonshee Kureem-ood-deen. It may, upon the whole, be considered to have done creditably. Several of the youths acquitted themselves very well, and the attention latterly paid to writing from dictation, seemed beginning to produce good effects.

ENGLISH DEPARTMENT.

The *vivâ você* examinations of the classes in this Department in Literature Proper, were, with small exceptions, made by Dr. John Grant. In other branches the Junior Classes were examined by the Secretary to the Committee, assisted by the Head Master of the College; the Senior Class, by written papers furnished on the more important subjects by Government. The state of the classes, as shown by the examination, appeared to be as follows, commencing with the lowest.

8th Class.—This class consisted of eighty-five boys, a number unusually large: this is due to the fact of the admissions to the class having been numerous during the latter half of the Session. The number of youths in attendance on the Master at any one time, was, however, only about one-half of the whole, since in this class, as in the two next above it, the youths were occupied half the day with their English, and half with their Oriental studies. The teacher, Pandit Kedarnath, the Senior Master, is an able and pains taking man, and kind to the youths placed under him; the state of his class bears witness to his efficiency.

7th Class.—This class consisted of fifty-five youths, and was taught by Pandit Sham Lall. The reading was, on the whole, found to be creditable; the youths having however all, or nearly all, failed in giving the accurate pronunciation of certain words, seemed to indicate negligence on the part of the Master; the hand-writing, too, gave similar indications.

Seven youths belonging to the class below, availed themselves of a privilege granted to distinguished youths in any class, viz., permission to pass examination with the class next above: the plan was found to work very well, and to encourage activity of intelligence, induce habits of private reading, and create and sustain a spirit of laudable ambition. In the present instance, three of the youths passed with credit in the competition with those of the class above them, and with whom they will, in consequence, rank.

6th Class.—This class consisted of forty-three pupils, and was taught by Pandit Salig Ram. This teacher was, up to his recent appointment, a creditable student of a junior division of the Senior Class, and gives promise of becoming an efficient teacher. The state of the class was, on the whole, satisfactory.

5th Class.—This class, in which there is but one division, contained twenty-four students; it was taught by Pandit Kulyan Singh. The youths acquitted themselves very creditably in all respects, excepting, perhaps Arithmetic, in which they did not do quite so well.

4th Class.—This class consisted of nineteen boys, and was taught by Mr. Sharpley in all subjects; Grammar, Geometry, and Translations excepted. The manner in which the youths acquitted themselves in Literature Proper, was very creditable, as also in Dictation and Translation; the rendering from English into Oordoo was however much better done, than that from Oordoo or Hindee into English.

With respect to Geography the examiner remarked:—"The answers are good, so far as the book goes; but withdrawn from that, even in respect of order, the youths broke down; they had mastered the paragraphs in the book, but not in their parts, and thus had failed in acquiring distinct conceptions of the subject. In order to give an answer to a question bearing in the middle of a paragraph, they required to

begin at the beginning of it; for instance, they could not say what towns were situated on the Danube, unless they commenced at the source of the river." The defect here pointed out is not of unfrequent occurrence. The Master is found to rest too often content with the repetition of the words of the Text-book, instead of making sure, as he should do, by judicious questioning, that the ideas which they convey have been implanted. On the whole the state of the class was very creditable to its Master.

3rd Class.—This class consisted of eleven students, the teachers, with the work allotted to each of them, being,

Mr. McConnell; Literature Proper, Grammar, History, Dictation, and Writing.

Mr. Beale; Geometry, Algebra, and Arithmetic.

Mr. Fallon; Translations.

Mr. Sharpley; Geography.

Mr. Goulding; Drawing and Painting.

In Literature Proper the youths acquitted themselves particularly well, but in History much less so. Improvement was remarked in the manner of the Geometrical demonstrations, and in the accuracy of definition, which was creditable to the teacher, especially considering the short time he has been in charge.

The remarks made on the Geographical attainments of the class below, were equally applicable here.

The translations from the Vernacular to English were far from accurate; however, but little power in so difficult a language can be looked for in so low a class. The translation into Oordoo was less faulty, and the Dictation in both creditable.

The attainments of the youths in Algebra were creditable: the subject was just taken up, and consequently accuracy of definition and thorough comprehension of the meaning and power of symbolical forms, required special attention, and seemed to have received it.

2nd Class.—This class consisted of eighteen students, and was taught by the following Masters on the subjects opposite their names:—

Mr. Fallon; Literature Proper and Translation.

Mr. McConnell; History, Grammar, (Crombie's,) Composition, and Writing.

Mr. Beale; Natural Philosophy, Mathematics, and Arithmetic.

Mr. Sharpley; Geography.

Mr. Goulding; Surveying, Protracting, and Drawing.

In Literature the class showed a thorough knowledge of the subject read, but not of matters arising out of it; while their Historical and Geographical replies were less satisfactory than could have been desired.

In translation of both kinds, the performances of the youths were creditable.

In Algebra and Arithmetic the attainments were creditable; more attention had been paid to the latter subject than formerly; this was satisfactory, since it was one too frequently slurred over by the Senior Classes as if despised: none of the youths appear to have done very badly, while some displayed much acuteness in working out readily the sums and problems given them.

In Geography there appeared to be evidence of improvement, though there still remained room for more.

In Natural Philosophy the youths attended the Vernacular Lectures of the Assistant Professor, with exception of the Christian youths who attended the English Lectures of the Principal on this subject. The same questions were set to this class as to the higher class, and they were thus rather above the capacities of the youths, so that except in a few cases, they were unanswered.

Senior English Class.—This class contained, at the commencement of the examination, twelve students; but one, Azeem Buksh, the most advanced and sound in Mathematical attainments, having died whilst it was in progress, eleven only were left. The teachers of the class were—

The Principal of the College; Mathematics, pure and mixed, and Experimental Philosophy.

The Head Master; Literature Proper, History, Ethics, &c.

Mr. Fallon; Translations, (Anglo-Vernacular.)

Mr. Goulding; Surveying and Drawing.

Literature Proper, (vivâ voce)—The youths acquitted themselves in this study remarkably well. The Examiner, Dr. Grant, remarked that, "on the whole, the result evinced great application and progress," and further, that "R. Forrest, G W. Cline, and Balmokund, read remarkably well, and explained ably the subject read."

Literature Proper, (Written Papers.)—The answers of the Senior Christian youths were considered very good; those of Master Forrest especially so; but in the case of the Native students, the same commendation could not be bestowed, the Examiner, in regard to them, having expressed disappointment.

History.—The result of the examination in this branch was not satisfactory on the whole. None of the Native youths obtained even half marks, while those of the Christians were less high than might have been expected.

Political Economy.—In this subject the three senior youths had studied only a few chapters of Smith's Wealth of Nations. Two only were examined however, the other having been incapacitated by illness: some of the answers of the senior youth were good.

Smith's Moral Sentiments.—The answers on this subject were meagre, none of the youths having obtained a half mark.

Mathematics.—The answers to the questions put to the two Senior Divisions, were examined by Captain Oldfield, of the Roorkee College. The numbers assigned by him, like those obtained in the lower divisions, were, on the whole, high, and unusually equal. The marks for the answers on the calculus, were, it is true, low, but when the difficulty of the subject is considered, as also that the questions were not from the class-book, they mark fair attainment.

Experimental Philosophy.—There were some good papers on this branch: that of Master Forrest was considered excellent; and, on the whole, the result was very satisfactory.

Anglo-Vernacular.—The Oordoo papers of the Native youths of the two Senior Divisions were considered creditable by the Examiner Mr. Muir; the English of some of them was not however so good. On Balmokund's paper the Examiner remarked, "this is the style of scholar which it should be the object of our College to form, and I have no doubt that he would answer tolerably for the class of law translators for instance, which it is the wish of Government to have, not only in the Sudder, but in the Zillah Courts." The exercises of the youths in the Senior Divisions of the class were not found deserving of commendation. Though the report is more encouraging than that of the previous year, the Committee do not think that enough has yet been done in Anglo-Vernacular attainment, in the higher classes of the Agra College.

English Essay.—Master R. Forrest's Essay was considered a very good one, and fully entitled him to the Gold Medal; he obtained it at the previous examination also. Those of E. Hutton and G. W. Cline, were next in merit.

Vernacular Essay on the same theme.—Sufdur Ali, a student of the Arabic Class, wrote the best Essay, and was considered deserving of the Silver Medal.

Surveying.—No great progress was made during the Session in this exercise, Field Operations having been suspended for a while.

The youths have however been well practised in the handling and use of Instruments, and in Plan-drawing, so as to fit them for active work in the commencement of the ensuing Session.

Vernacular Experimental Philosophy Lecture class.—This class consisted of the students of the Senior Arabic and Sanscrit classes, together with the Native portion of the 2nd English Class, and a number of youths from the Central School of the Visitor General. The position of the last-mentioned youths is in respect of these Lectures not so well defined, perhaps, as is desirable, there not being, so far as the Committee were aware, any rewards for encouragement of attention and acquirement, nor any disadvantages attending the opposites.

The preparation of the Hindee version of the Syllabus required particularly for the Central School youths, has been delayed by the sickness and death of the principal translator; it will, however, be soon completed by other hands.

In order to ensure greater accuracy and higher attainment in Vernacular learning, and conformably with the orders conveyed in the Circular Letter of Government, No. 790, dated 28th April last, the Committee have agreed upon a scheme of tests to be introduced at the commencement of the ensuing Session, and to be rigidly enforced at every stage of the student's progress; by it, also, the elegibility of candidates, for admission into the College, shall be determined. In order to prevent the scheme in question from being nullified by lax observance, it has been further resolved that no student shall be eligible for promotion or scholarship, nor any candidate, for admission, except into the lowest class, who shall fail in writing accurately from dictation, any portion of the books assigned; the written tests, however, to be applied in the Senior Classes only.

It was made optional with Christian students to learn the Vernacular languages of the country or not. A consequence of this has been the withdrawal of several of the youths of this denomination in the higher classes, from the pure Vernacular classes.

A list of the Scholarships, which the Committee recommend for the present year, is subjoined. It may be remarked, that though Shiv Churn's numbers were nearly as high in Anglo-Vernacular as those of Balmokund, no Scholarship has been awarded to him, he having been suspected of receiving gratuitous assistance, which, in the opinion of the Committee, was sufficient to disentitle him to reward.

List of Scholarships proposed for the year 1851, *in the English and Oriental Departments of the Agra College.*

No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.	Remarks.
			ENGLISH DEPARTMENT.			
1	R. Forrest, ..	18	1st August 1850	Senior	40 0 0	
2	G W. Cline, ..	17½	1st August 1850	Ditto	25 0 0	
3	Balmokund, ..	19	11th March 1844	Ditto	25 0 0	
4	E. Hutton, ..	15½	16th July 1842	Ditto	25 0 0	
5	Omachurn,* ..	19	1st Feby. 1845	Ditto	16 0 0	
6	J. S. Caplain,† ..	16	1st Sept. 1851	Ditto	16 0 0	
7	Kunhiya Lall, ..	18½	1st Jany. 1847	Junior	8 0 0	
8	Boputtee Churn, ..	15	1st Novr. 1847	Ditto	8 0 0	
9	Cheetur Mull, ..	18	4th March 1843	Ditto	8 0 0	
10	Gobind Ram, ..	17	8th Augt. 1845	Ditto	8 0 0	
11	Sheo Dial, ..	16	1st August 1849	Ditto	8 0 0	
12	Sheo Narain, ..	17½	18th Feby. 1847	Ditto	6 0 0	
13	Gokul Chund, ..	16	29th Jany. 1849	Ditto	6 0 0	
14	Banee Madho, ..	15	1st March 1847	Ditto	6 0 0	
15	Ruttun Lall, ..	15½	1st Jany. 1847	Ditto	4 0 0	
16	Choonee Lall, ..	15	1st March 1852	Ditto	4 0 0	
17	Helt Lall, ..	15	1st Jany. 1852	Ditto	4 0 0	
			ANGLO-VERNACULAR.			
1	Balmokund, ..	19	11th March 1844	Senior,	16 0 0	
			ORIENTAL DEPARTMENT.			
1	Zamin Ali, ..	17	1st Sept. 1851	Senior Arabic	16 0 0	
2	Sufdur Ali, ..	19	1st Sept. 1851	Ditto	16 0 0	
3	Abdool Hafiz, ..	18½	20th Jany. 1850	Ditto	16 0 0	
4	Imadoodeen, ..	17	1st Novr. 1852	Ditto	12 0 0	
5	Golam Moortuzza,	18	1st Novr. 1850	Junior Arabic	6 0 0	
6	Gholam Moortuzza,	18	1st Novr. 1850	Senior Persian	16 0 0	
7	Mohumed Abbas, ..	16½	1st May 1851	Ditto	16 0 0	
8	Anunt Ram, ..	19	December 1853	Ditto	16 0 0	
9	Gholam Hyder, ..	16	1st Feby. 1852	Ditto	16 0 0	
10	Elahie Buksh, ..	14	1st October 1853	Junior Persian	4 0 0	
11	Ghopal Dass, ..	12	1st July 1852	Ditto	4 0 0	
12	Badree Narain, ..	11	1st Feby. 1852	Ditto	4 0 0	
13	Nubul Kishore, ..	16	1st May 1852	Ditto	6 0 0	
14	Ajoodiya Nauth, ..	11	1st Sept. 1852	Ditto	6 0 0	
15	Luchmee Narain, ..	20	1st August 1851	Senr. Sanscrit	16 0 0	
16	Doola Ram, ..	19	1st Feby. 1853	Ditto	16 0 0	
17	Kalee Churn, ..	21	10th Feby. 1843	Ditto	16 0 0	
18	Sookh Deo, ..	17	1st April 1851	Ditto	12 0 0	
19	Dabee Pershad, ..	10	1st Sept. 1853	Junior Sanscrit	6 0 0	
20	Madub Pershad, ..	15½	December 1853	Ditto	6 0 0	
21	Oodainath, ..	15	2nd Novr. 1853	Ditto	6 0 0	
22	Muddun Mohun, ..	11	1st August 1852	Ditto	4 0 0	
				Total, Co.'s Rs. ..	469 0 0	
	Government English and Anglo Vernacular Scholarships, ..				201 0 0	
	Ditto Oriental ditto, ...				236 0 0	
	The Rajahs of Bhurtpore and Gwalior for ditto, ...				32 0 0	
				Total, Co.'s Rs. ..	469 0 0	

* Rajah of Bhurtpore's Scholar. † Rajah of Gwalior's Scholar.

In the list of proposed Scholarships, will be observed the names of Cheetur Mull and Gobind Ram.

These youths are above the age of eligibility for Junior Scholarships, viz. 16 years, the first being 18, the second 17 years old. The young men are however of more than average merit, and therefore the Committee recommend that Junior Scholarships be granted to them, their age notwithstanding.

In reply to the report it was communicated to the Local Committee, that His Honor the Lieutenant-Governor had perused their account of the proceedings of the year, with interest and general satisfaction. His Honor remarked that there was much room for improvement in all branches of the College, but that there was a general concurrence in regard to the points to which attention should mainly be directed, with a view to impart to the scholars a liberal and extended, and, at the same time, a suitable practical education in English Literature, and in useful Science, combined with a free and well-grounded use of the Vernacular languages, and a power of correct and idiomatic translation into these from English, and conversely, without which the true use and benefit, from their study of English authors, would not be derived, whether for themselves or their countrymen, by the students of the English Classes.

His Honor also enjoined the forming of the habit by the English students, of ready and accurate conversation in English, and the acquirement by the English teachers, of such a sound and enlarged knowledge of the Oordoo language, as would enable them, in the ordinary course of instruction, efficiently to aid and guide their pupils, in rendering the full sense of English passages into Oordoo; and then again expressing the same ideas in appropriate English terms.

The Lieutenant-Governor desired that lectures, accompanied by a subsequent free discussion with, and among the pupils, should be given on some select subjects of Literature, History, or Philosophy, as well as had been so usefully done by the Principal in Natural Science. The Agra College possesses the great advantage of an admirable Lecture Room.

His Honor also intimated his desire to present a Medal, on his own part, at the next examination, to the student who may appear the best deserving of such a reward, for the proper use of the valuable Library of the College.

Instruction in Field Surveying had been unavoidably suspended during the year under review, but would, His Honor hoped, now have the prominent attention due to it.

The Scholarships recommended were sanctioned.

His Honor the Lieutenant-Governor was also pleased to sanction the award of a Gold, and one Silver Medal, to the successful competitors

Detailed Statement of Receipts and Disbursements of the Agra College, during the official year 1853-54.

Detail of Receipts.		*Amount.*	*Amount.*	*Detail of Disbursements.*	*Amount.*	*Amount.*
Separate Fund,						
Interest on Co.'s Rs 1,78,000 as per General Commissioner's Report for 1842-43,	7,466 10 8			Salary of Principal,	7,200 0 0	
Endowment, being Village collections from the estate of Gungadhur Pandit, under orders of Government, dated 17th November 1823, viz. Jhoondonree, Zillah Agra,	4,381 8 1			Ditto of English Teachers,	13,665 3 2	
Chumooha, Zillah Agra,	4,625 12 11			Ditto of Oriental ditto,	5,918 12 11	
Talooka Eglas, Allygurh,	5,316 3 6			Ditto of Librarian,	300 0 0	
		21,790 3 2		Ditto of Establishment,	773 1 1	
Assignment from Parliamentary grant,		0 0 0		Scholarships given in the English Department,	1,759 10 11	
Ditto from additional grant,		14,733 5 4		Ditto ditto Oriental ditto,	2,602 14 10	
Refunded charges,		571 1 2		Prizes given in the English Department,	150 0 0	
Scholarship allowance sanctioned by Government,		4,428 0 0		Ditto ditto Oriental Ditto,	150 0 0	
Prize allowance ditto ditto and medal allowance,		450 0 0		Medals bestowed,	150 0 0	
Special grants by Government,		0 0 0		Credit in the books of the Collector for vacant Scholarships,	65 6 3	
Discount,		0 0 0		Ditto ditto ditto for vacant appointments, or Officers on leave,	493 15 11	
Miscellaneous,		0 0 0		Supernumerary Masters,	2,850 0 0	
Balance of last year,		729 3 7		Disbursements under Special Government grants,	0 0 0	
Aggregate Receipts as per Statement annexed,		4,571 3 0		Miscellaneous expenses, as per Statement annexed,	4,637 3 1	
			47,273 0 3	Contingencies,	533 7 0	
				Contingent expenses incurred for the Ajmere School,	10 8 0	
				Credit in the books of the Collector for leave to Establishment, or vacant appointments,	11 11 0	
						41,271 14 2
				Balance in hand, 30th April 1854,		6,001 2 1
Total Receipts, Rs.			47,273 0 3	Total Disbursements, Rs.		47,273 0 3

Prize	Allowance,	English Department,	Rs. 150
Ditto	ditto,	Oriental ditto,	„ 150
Medal	Allowance,	English ditto,	„ 100
Ditto	ditto,	Oriental ditto,	„ 50
		Total, Co.'s Rs.	450

DR. ... { *Account of Receipts and Disbursements of the Separate Funds at the disposal of the Agra College, during the official year* 1853-54. } ...CR.

	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.
Balance of last year, ...	0 0 0	729 3 7	Books purchased, and Medals, ...	3,796 12 4	
Fines and Forfeitures, ...	86 0 6		Stationery, ...	113 5 3	
Books sold, ...	1,208 8 0		Postages,...	161 2 6	
Discount, ...	0 0 0		Furniture, ...	337 7 0	
Admission Fees, ...	351 0 0		Repairs, ...	0 0 0	
Monthly Fees, ...	2,182 8 0		Appropriation from Special Funds, ...	0 0 0	
Special aid granted by Government, ...	0 0 0		Expense of collecting monthly fees, ...	92 0 0	
Special Fund,...	0 0 0		Book-binding, ...	46 10 0	
Robertson and Mansel Prize Funds, ...	150 0 0		Materials for Lectures on Natural Philosophy,	59 14 6	
Postages received from Government,...	161 2 6		Sundry petty expenses, ...	29 15 6	
Prize allowance, occidental, and Oriental depts.,	300 0 0				4,637 3 1
Medals, amount received from Government, ...	150 0 0		Miscellaneous, ...	0 0 0	
		4,571 3 0	Balance, ...	... ...	663 3 6
Total Receipts, Rs.	... ...	5,300 6 7	Rupees, ...	... ...	5,300 6 7

DEHLIE COLLEGE.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION AT THE DEHLIE COLLEGE, ON THE 31ST DECEMBER 1853.

Names.	*Official Designation.*
J. P. MacWhirter, Esq.,... ...	Magistrate and Collector.
Sir J. Theophilus Metcalfe, Esq.,	Assistant Ditto.
Captain R. C. Douglas.	
Moulvie Suddur-ood-deen,... ...	Principal Sudder Ameen.
Rai Ramsurn Dass.	Deputy Collector.
Nuwab Hamed Ali Khan.	
J. Cargill, Esq., ...	Junior Member and Secretary.

Mr. A. A. Roberts ceased to be a Member of the Local Committee, on his departure for Moradabad.

J. Cargill, Esq., appointed Junior Member on the 13th July 1853.

J. P. MacWhirter, Esq., ...
Captain Douglas ... ...
J. T. Metcalfe, Esq., (now Sir J. T. Metcalfe, Baronet,) ... ...
} Appointed Members on the 17th August 1853.

Sir T. T. Metcalfe, Baronet, the late President of Committee, died on the 3rd November 1853.

With respect to the above melancholy event, the Committee unanimously, on the 9th of November 1853, recorded their sorrow for the great loss sustained by them in the death of their late President, whose connexion with the College extended over so long a period, and who also took so warm an interest in the cause and progress of education.

Establishment of the Dehlie College, on the 31st December 1853.

Name.	Designation.	Amount of Salary.	Date of Appointment.
J. Cargill, Esq., ..	Principal, ...	600 0 0	1st July 1850.
Vacant, ...	Head Master, ...	400 0 0	
Mr. E. Roberts, ..	Master, ...	200 0 0	19th Sept. 1846.
Mr. R. Steward, ..	Ditto, ...	150 0 0	12th October 1843.
Mr. E. H. H. Goulding,	Drawing Master, ..	175 0 0	10th May 1853.
Wuzeer Ali, ...	Master, ...	50 0 0	12th April 1841.
Hoosainee, ...	Ditto, ...	40 0 0	1st May 1841.
Ramkishen, ...	Oordoo Teacher, ..	80 0 0	1st January 1841.
Sheopershad, ...	Ditto ditto, ...	40 0 0	1st June 1833.
Noor Mahomed, ..	Ditto ditto, ...	30 0 0	17th May 1841.
Taruck Nath, ...	Writing Master, ..	30 0 0	10th June 1838.
Radhakishen, ...	Nagree Teacher, ..	8 0 0	1st July 1841.
Shunker Nath, ...	Librarian, ...	25 0 0	5th April 1848.
Jeewun Ram, ...	English Writer, ..	13 0 0	5th April 1848.
Noor Ali, ...	Duftri, ...	7 0 0	
	3 Chuprassees, ...	12 0 0	
	1 Durwan, ...	4 0 0	
	1 Furrash, ...	4 0 0	
	1 Chowkeedar, ..	4 0 0	
	1 Sweeper, ...	3 0 0	
	Prize Books, ...	20 13 4	
	ORIENTAL DEPARTMENT.		
Syed Mahomed, ..	Arabic Teacher, ..	100 0 0	1st June 1825.
Jafur Ali, ...	Shea Teacher, ...	100 0 0	1st April 1841.
Sobhan Buksh, ...	Arabic Ditto, ...	60 0 0	4th Decr. 1834.
Vacant, ...	Ditto, ...	35 0 0	
Imam Buksh, ...	Persian ditto, ...	50 0 0	1st April 1841.
Kurreem Buksh, ..	Ditto ditto, ...	35 0 0	21st Jany. 1851.
Ahmud Ali, ...	Ditto, ...	25 0 0	17th Decr. 1852.
Ram Chunder, ...	Sanscrit ditto, ...	60 0 0	24th April 1844.
Kidar Nath, ...	Ditto ditto, ...	20 0 0	1st April 1844.
Ram Chunder, ...	Scientific ditto, ...	100 0 0	28th Feby. 1844.
Radhakishen, ...	Ditto ditto, ...	50 0 0	21st Jany 1851.
Syed Mahomed, ..	Persian Writer and Nagree ditto,	28 0 0	5th July 1829.
Zukka-oollah, ...	Arithmetician, ...	20 0 0	12th Sept. 1851.
Jewun Ram, ...	English Writer, ..	12 0 0	5th April 1848.
Radhakishen, ...	Treasurer, ...	10 0 0	16th Decr. 1829.
Ashruf Ali, ...	Librarian, ...	10 0 0	1st January 1838.
Ashruf Ali, ...	Moonshee, ...	10 0 0	15th Sept. 1831.
	4 Chappruseers, @ 4 ea.	16 0 0	
	1 Furrash, ...	4 0 0	
	1 Chowkeedar, ...	4 0 0	
	2 Bhistees, at 4 each, ..	8 0 0	
	1 Kuhar, ...	4 0 0	
	1 Gardener, ...	4 0 0	
	2 Sweepers, at 3 each,	6 0 0	
	Prize Books, ...	20 13 4	
	Total, Co.'s Rs.	2,687 10 8	

The changes that took place in the Establishment during the year, were, the appointment of Mr. S. G. T. Heatly as Head Master, on the 11th of February 1853. That gentleman took charge of his duties on the 14th May 1853, and tendered his resignation, on the score of ill-health, on the 14th July 1853. Also the appointment of Mr. E. H. H. Goulding, as 4th and Drawing Master, in the room of his brother, Mr. T. P. Goulding, appointed Drawing Master in the Agra College.

Abstract of Students on the Rolls of the Dehlie College, on the 31st December 1853.

Department.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
English, ...	15	44	152	0	211
Arabic, ...	0	38	0	0	38
Persian, ...	0	30	27	0	57
Sanscrit, ...	0	0	27	0	27
Total, ..	15	112	206	0	333

There has been a slight fluctuation in the numbers on the Rolls, both as respects the sum total, and the numbers of those of different religions. On the 31st December 1852, the total number of pupils was 315; and at the close of 1853, the total number was 333, showing an increase of 18 during the year. Judging from the number that has further joined since the opening of the College for 1854, a vast increase during the present year may reasonably be expected.

Detail of Studies pursued in the Dehlie College, during the year 1853.

Number of Students Studying.

English.				*Oordoo.*			*Hindee.*					
Only.	With Oordoo only.	With Oordoo, and Persian or Arabic.	With Hindee or Sanscrit.	Only.	With Persian or Arabic	With Hindee or Sanscrit.	Only.	With Sanscrit	With Persian or Arabic.	Persian.	Arabic.	Sanscrit.
19	192	1	0	0	95	27	0	0	95	57	38	27

The 19 boys who study English only, constitute the 2nd Division of the 10th Class. It has been found impracticable to teach beginners two languages at a time; but as soon as they rise to the 1st Division, *i. e.*, as soon as they know their Alphabet, and are able to spell words of four and five letters, they begin to learn the Oordoo Alphabet.

Again, all the Arabic and Persian students read Nagree; because it has been thought expedient that scholars of their, in general, high attainments, should be able to turn them to account, and to make themselves useful amongst the rural population. The boys studying Sanscrit also, without exception learn Oordoo for similar reasons; it has hitherto been deemed unnecessary that they should learn Nagree, as a Sanscrit and Oordoo scholar must necessarily understand that language.

Detail of Fees realized in the year 1853, *in the Dehlie College.*

Free Students.	Monthly Tuition Fees. — Number of Students who pay, each, Rs. 5 As. 0	Rs. 3 As. 12	Rs. 3 As. 0	Rs. 1 As. 0	Rs. 0 As. 12	Rs. 0 As. 8	Entrance Fees. — No.	Amount.
85	7	2	2	10	2	225	0	0 0 0

Monthly Detail of Entrance and Tuition Fees.

Month.	Amount realized. — Entrance Fees.	Tuition Fees.	Month.	Amount realized. — Entrance Fees.	Tuition Fees.
			Brought over,	0 0 0	893 2 0
January, ..	0 0 0	55 8 0	July, ..	0 0 0	149 8 0
February, ..	0 0 0	141 3 0	August, ..	0 0 0	274 6 0
March, ..	0 0 0	189 3 0	September, ..	0 0 0	148 7 6
April, ..	0 0 0	171 0 0	October, ..	0 0 0	144 14 0
May, ..	0 0 0	139 0 0	November, ..	0 0 0	199 9 6
June, ...	0 0 0	197 4 0	December, ..	0 0 0	272 3 0
Total, ..	0 0 0	893 2 0	Total, ..	0 0 0	2082 2 0

The Fees realized during 1852, were Rs. 1,910-1-6; those realized during 1853, were Rs. 2,082-2-0, showing a balance in favor of the latter year, of Rs. 172-0-6. Deducting, however, from the sum for 1853, Rs. 62 due on account of former years, but realized in the present year, and, on the other hand, adding the sum of Rs. 103, yet due on account of last year, the result of the whole operations of 1853 is Rs. 2,123-2-0. In like manner the result for 1852 was Rs. 2,023-3-6; thus leaving a *bonâ fide* balance of Rs. 99-14-6 in favor of 1853.

A great deal more attention was paid during 1853 to the regular collection of fees than in former years. It is impossible, however, to make the realization perfectly regular. All, except those whose parents have a stated monthly income regularly paid, will run into arrears. Those whose parents are in the service of the King, or any Nawab, and consequently get their pay at intervals of four and five months, must be borne with. This is the cause of the irregularity in the collection of fees. The reason that the increase in the fees of this year over those of the last, was not still greater, is stated to be the establishment of an English school in the city, which at first drew away most of the Christian boys paying the larger fees, but who, however, subsequently returned.

Statement of Admissions, Withdrawals, &c. during 1853, *in the Dehlie College.*

Particulars.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
Number on the Rolls at the commencement of the Session,	16	82	215	0	313
Ditto of new admissions,	7	32	62	0	101
Ditto of re-admissions,	3	3	2	0	8
Ditto of withdrawals,	7	19	61	0	87
Ditto of expulsions,	1	0	0	0	1
Ditto of death or protracted sickness,	0	0	1	0	1
Ditto on Rolls at the end of the Session,	15	112	206	0	333
Daily average attendance,	13½	98	179¾	0	291¼

From the above statement it will be seen, that at the end of the Session there were 20 more on the Rolls than at the commencement.

The great increase in the number of Mahomedan pupils, is attributable chiefly to the additional *impetus* that was attempted to be given to the study of Oordoo during the year. It is an agreeable

feature in the case, however, that half of the Mahomedan increase, entered the English department, corroborating the observation Mr. Cargill made last year, that their prejudices were giving way. Out of the 87 withdrawals, some have gone to their distant homes; some, in such a migratory population as that of India, have changed their places of residence; some, no doubt, have died; some have withdrawn from inability or unwillingness to pay the school-fee; while others again have obtained situations; but of these last more hereafter.

Statement of Attendance during 1853, *in the Dehlie College.*

Average number on the Rolls, ...	328
Average attendance, ...	291½
Proportion per cent. of attendance to the average number on the Rolls,	87½

The average of attendance, as shown in the above statement, is, on the whole, good, considering the absence of the Head Master during all but two months of the year, and the Principal's weak health during a considerable portion thereof.

Among absentees have been reckoned all that were sick and on leave.

Comparative Statement of Attendance, Fees, and average cost of Education, in the years 1852 *and* 1853, *in the Dehlie College.*

Year.	*Number of Students.*	*Per-centage of average attendance.*	*Entrance and monthly fees realized.*	*Total expenditure.*	*Cost per. student.*
1852, ...	315	92½	1910 1 6	41716 14 5	132 6 11
1853, ...	333	87½	2082 2 0	37352 11 6	112 2 8½

The only remark on the foregoing statement is, that the cheaper cost of education for each pupil in 1853, is partly to be ascribed to the increased number of pupils; but chiefly to the absence of the Head Master during the greater part of the year; the pay of that functionary having been carried to the credit of the Government.

List of Students who have come from a distance to be educated in the Dehlie College, during 1853.

No.	Name.	Class.	Place of Abode.	Remarks.
1	Gunnesh Chowbe,	1st English.	Benares.	With the exact circumstances under which this boy left the Benares College, Mr. Cargill was unacquainted; but he was not entered until a letter arrived in his favour from Dr. Ballantyne. The others are, Mr. Cargill says, "quite ordinary cases of persons who can afford it, sending their children to a distance in quest of a good education."
2	Lakput Roy, ...	3rd „	Ajoodhia.	
3	Kashee Ram, ..	7th „	Kylasspore.	
4	Birj Lall, ...	8th „	Rewaree.	
5	Mahomed Raza, ..	9th „	Buyrah.	
6	Gunput Roy, ..	10th „	Sultanpore.	
7	Fattch Chund, ..	10th „	Sultanpore.	
8	Bunwaree Lall, ..	10th „	Jugadheree.	
9	Jumna Doss, ..	10th „	Nawabgunge.	
10	Krist Dhun, ...	10th „	Calcutta.	
11	Sobhanooddeen, ..	2nd Arabic.	Krsnah.	
12	Abdooshakar, ..	2nd „	Hushunpore.	
13	Aftab Ali, ...	Shea,	Meerut	
14	Tufuzool Hoosain,	„	Jurcha.	
15	Khadim Hoosain,	„	Meerut.	
16	Kurramut Ali, ..	3rd Persian.	Somputt.	
17	Fyz Elahee, ...	3rd „	Thana Chawan.	
18	Gunneshee Lall, ..	3rd „	Meerut.	
19	Azeemoollah Khan,	3rd „	Furruckabad.	
20	Bhugwandeen, ..	3rd „	Jooe, in Cawnpore Territory.	
21	Kashee Nath, ..	1st Sanscrit.	Benares.	

The Principal remarked, that it was deeply to be lamented that so few students came from a distance to receive a superior education, but that it might be ascribed to the following causes:—

In the first place the people are for the most part too poor to send their children to a distant station; support them there; buy their school books; and pay the school fee.

In the next place, the parents have, generally speaking, a great dread of sending their children permanently to a distance, when they themselves cannot constantly superintend their education; moreover, this dread is much increased from the want of means of rapid communication, which would facilitate visits of the parents to the child.

This, of course, the Government are strenuously laboring to overcome; but it remains a question to what extent the inhabitants of this country, from their religious prejudices, would avail themselves of the means of rapid communication, did they exist.

Suppose a man of moderate means resolves to send a child to be educated at the College, he must, it is calculated, incur an expense of at least 10 Rs. per mensem for the first four years. For the next four years, his books will cost at least 3 Rs. monthly. The expense then will be Rs. 13-0-0 per mensem. Thus in the eight years which the boy will in all probability remain at College, the whole sum expended will be above Rs. 1,000. A large increase of students from a distance, is, under these circumstances, highly improbable.

List of Students belonging to the Dehlie College, who obtained employment during the year 1853.

No.	*Name.*	*Class.*	*Nature of Employment.*	*Salary.*
				Rs. A. P.
1	Bishun Nath, ..	English,	Translator, ...	100 0 0
2	Raja Lall, ..	Ditto,	Officiating Librarian, ...	10 0 0
3	Buldeo Sahai, ..	Ditto,	Printer in the "Indian Standard,"	7 0 0
4	Ramsook, ..	Sanscrit,	Teacher in the Budlee School, ..	7 0 0

The above return furnishes the names of some of the ex-students of the College, who have obtained situations, but it is by no means a complete one, the names of several, who cannot be traced, having been necessarily omitted therefrom.

The following extracts are taken from the Principal's report:—

"The examination commenced on the 21st of November, and concluded on the 24th of December.

3rd Sanscrit Class, 3rd Division.—"This division consists of three pupils, who were examined in Amarkosh, without being called upon to explain the meaning. I believe it is generally considered necessary to adopt this course with beginners in Sanscrit, though I cannot say that I think favorably of it myself. They were also examined in Oordoo. These are little boys, and have been but a short time in the College; much could scarcely be expected from them, and much they certainly did not perform.

3rd Sanscrit Class, 2nd Division.—"This division consists of seven boys. Of these, two were absent during the examination. The remaining five were examined in Amarkosh, Lagho Kaumudi, Arithmetic, and Oordoo. The performance of Bhora, the Examiner (Pandit Ghasee Ram) reported to be very good, as also that of Bhyron; Gunga Dutt and Nund Lall gave no examination in Arithmetic, while Ramsurn 2nd, failed in Arithmetic, and gave no examination in Oordoo. This difference of acquirements will always exist amongst beginners, especially in the Sanscrit classes.

3rd Sanscrit Class, 1st Division.—"This class consisted, at the end of the year, of six boys, one of whom absented himself during the examination, and has now left the College. The others were examined in Mudh Kaumudi, Amarkosh, Arithmetic as far as Decimal Fractions, Euclid, and Oordoo, and may be said to have passed a fair examination, with the exception of Ram Surn.

2nd Sanscrit Class, 2nd Division.—"This division consisted of five boys. They were all present during the examination, which was held in the following subjects: Mudh Kaumudi, Rugho Vunsh, Amarkosh, Arithmetic as far as Decimal Fractions, Euclid, and Oordoo. The Examiner, Pandit Ghasee Ram, reported very favorably of their performance.

2nd Sanscrit Class, 1st Division.—"This division consists of six boys, one of whom did not attend the examination, and has now left the College. Three of them passed, according to the report of the Examiner, a favorable examination. Bishashar Nath obtained the Medal for general proficiency in the Sanscrit department.

1st Sanscrit Class.—"There is but one student in this class, Purs Ram, who may be pronounced, on the whole, to have passed a favorable examination on the following subjects: Munorma, Mitakshara, Koblianund, Algebra, Euclid, Mensuration, and Translation from Oordoo into Sanscrit.

Shea, Classes under Moulvie Jafir Ali.—"All these classes passed excellent examinations, as far as the literary portion of their studies was concerned. They, in general, failed decidedly in Mathematics,—a failure which occurs in the Shea classes, year by year. In Nagree, on the contrary, they distinguished themselves highly.

2nd Arabic Class, 1st, 2nd, 3rd, and 4th Divisions.—"This class calls for nearly the same observations as the preceding, with this difference in its favor, that they appear to have succeeded much better in their Mathematical studies. The 2nd Arabic teacher, Moulvie Sobhan Buksh, is an able, painstaking, and laborious man.

" The literary papers were examined by Moulvie Syed Mahomed, 1st Arabic teacher.

1st Arabic Class. —" The pupils in this class are only six, and these read in two divisions. The three pupils in the 1st division acquitted themselves, I think, remarkably well. It should be remembered in favor of Khwaja Zeya-ood-deen, that he is the person usually appointed by us to teach the different classes when any Moulvie is absent, sick, or on leave, or when any other emergency arises; on this account no doubt a great deal of his time is occupied, which might tell greatly in his favor during the examination. On the whole, I have the highest opinion both of his capacity and his character. Sheik Zeya-ood-deen is an excellent Mathematician, and in general a very good scholar. Papers on the subjects noted in the margin were received from Government.

Dewan Hamasa, Tareekh Yameenee and Doorur-i-Mookhtar.

3rd Persian Class, 3rd Division.—" This division, consisting of eight boys, was examined by Mooftee Sudur-ood-deen, in Zuleekha and Insha Khaleefa; moreover, two were tested in Arithmetic. They cannot be said to have passed a good examination, but the period during which they studied in the College, was very brief.

3rd Persian Class, 2nd Division.—" This class, consisting of five pupils, was examined by Mooftee Sudur-ood-deen Khan, in Zuleekha and Insha Khaleefa, and Arithmetic as far as Simple Division. They may be said on the whole to have passed a fair examination.

3rd Persian Class, 1st Division.—" This division, consisting of eleven pupils, was examined in the Secunder Nama, Rukaat Alumgeeree, Baital Puchesee, Arithmetic as far as Decimal Fractions, and Euclid. Three failed entirely in Nagree; there was some considerable difference in their respective acquaintance with Arithmetic; and four gave no examination in Euclid. One of the greatest difficulties we have to contend with in the Oriental Department, is, the different attainments of the pupils when they enter; some have high attainments in Persian and Arabic, and are fit, as regards these subjects, to read with the 1st or 2nd classes, while, at the same time, they are unable to do the simplest sum in Arithmetic.

2nd Persian Class, 1st and 2nd Divisions.—" To go through in detail, all the different subjects in which the pupils of this class were examined, would entail a great deal of writing. Their Scientific studies are much diversified. This, as I have already remarked, is unavoidable in the Oriental Department. To enable all these subjects to be taught, the arrangement that prevails in that department, is, that science is taught throughout the whole department during the same hour. In general, the numbers obtained by the pupils of this class, are only

moderately high. I however entertain a very good opinion of the teacher of this class, Moonshee Kurreem Buksh, and think him one of the most able men in the department. He teaches without intermission during the whole day, and discharges the duties both of a Scientific and Literary Professor.

1st Persian Class, 1st and 2nd Divisions.—"The same remark with respect to diversity of studies, applies to this class; with few exceptions, it passed a very favorable examination. As far as regards the literary portion of their studies, no one acquainted with the character and reputation of Moulvie Imam Buksh, can doubt as to the care and ability with which that was attended to. The same Moulvie also taught the 1st English Class, Oordoo, throughout the year.

"In concluding this notice of the Oriental Classes, I must record my opinion, that, for the most part, the numbers awarded by the Examiners in the different subjects, are, though relatively correct, too high in general. The sooner a Board of Examiners is selected by the Government, the better.

10th English Class.—"The 10th Class may be said to have done fairly. Nineteen of these do not read Oordoo for reasons already mentioned.

"It may be generally mentioned, that all the English Classes, with the exception of the lowest, were, for the most part, examined by Mr. Roberts and the Principal in conjunction. All the *vivâ voce* examinations were, without exception, I believe, conducted in this manner, and this is in conformity with the most approved practice in the best educational establishments in England. The master who was responsible for the class, was also always present, in order that he might see what points were considered as the most important, and in what subjects he had respectively succeeded or failed.

"Perhaps it is necessary once for all to remark, that the facility of the pupils to converse in English, was not so great as could be desired."

Of the 8th and 9th English Classes, Mr. Cargill did not report favorably, remarking that "they did not give a very good examination."

He says of the 7th English Class:—

"About the half of this class may be said to have given a very fair examination. It contains many boys from whom, it is to be feared, very little is ever to be expected. Some of these have been a long time in the College, but have made very little progress, and although they have hitherto been allowed to remain on the rolls, from a desire not to cut them off from all chance of improvement and reformation, yet it may soon become a question how much longer such forbearance is to be extended towards them. In general, they acquitted themselves fairly

in their English reading and in their Oordoo, but many of them failed entirely in Geography, and their acquaintance with Arithmetic, was by no means so good as it ought to have been. The subjects of their examination were as follow :—

"Prose Readers Nos. 3 and 4, Clift's Geography, Wollaston's Grammar, Moofeed-sibian in Oordoo, and Arithmetic.

6th English Class.—"This class, consisting of 29 pupils, was examined in Prose Reader No. 4, Poetical Reader No. 1, Brief Survey of History, part 1st, Clift's Geography, Wollaston's Grammar, Bagh-o-Bahar in Oordoo, and Arithmetic. It certainly did not acquit itself so well in the Prose Reader as it ought to have done; but in the other subjects the majority passed a creditable examination. Many of them read Oordoo well; and the Master, besides being very well acquainted with English, is an excellent Persian scholar.

5th English Class.—"This class was examined in Prose Reader No. 5, Poetical Reader No. 3, Marshman's Brief Survey of History, part 1st, Clift's Geography, Lennie's Grammar, Geometry, History of Bengal in Oordoo, and Arithmetic. The great majority of the students acquitted themselves well in almost all these subjects. Mr. Goulding, our Drawing Master, taught Prose Reader No. 5, Poetical Reader No. 3, Clift's Geography, and Lennie's Grammar. Mr. Steward, the 3rd Master, taught them Brief Survey of History, part 1st, and Pandit Radha Kishen taught them Arithmetic and Geometry. The Oordoo was taught by Pandit Ram Kishen. Mr. Goulding, the nominal Master of this class, deserves great credit for his untiring diligence in teaching English, as well as Surveying and Drawing.

4th English Class.—"This is a small class, but the greater part of the students are very intelligent and promising lads. With the exception of two or three, they gave a very good examination. Mr. Steward taught the Prose, Poetry, History, Geography, and the Translation; Pandit Radha Kishen taught the Geometry and Algebra, and Moulvie Ahmud Ali, the Oordoo reading. Junnoo Lall, of this class, is considered the best pupil we have in drawing; indeed, Mr. Steward complains that his drawing propensity absorbs all his energies.

3rd English Class.—"This class, consisting of eighteen pupils, was examined on the following subjects; Goldsmith's Traveller, Campbell's Pleasures of Hope, Goldsmith's Essays, Marshman's History of India, Algebra, Euclid, Mechanics, Translations from English into Oordoo, Bagh-o-Bahar, Gool-i-Bakauli in Oordoo. I think that taking into account the number of subjects, the result should be considered creditable. Tarra Chund and Ram Chund 1st, two brothers, but the former the younger, greatly distinguished themselves. Mr. Roberts taught all their Literature and History, &c. Professor Ram Chunder and

Pandit Radha Kishen, their Science, and Moulvie Sobhan Buksh, their Oordoo.

2nd English Class.—"This class, consisting of thirteen pupils, was examined in Addison's Spectator, Pope's Essays, Dryden, Keightly's History of England, Plane Trigonometry, Algebra, Euclid, Anwar-sohelee, and Translation from English into Oordoo. A glance at the Tabular Statement will at once show that, in nearly all the subjects, their performance was very satisfactory. Their weak points are evidently their Mathematics and their Oordoo. As in the 3rd Class, Mr. Roberts taught the Literature and History of this class, and taught them well. Professor Ram Chunder taught their Science, and Moulvie Syed Mahomed their Oordoo.

1st English Class.—"Six students of this class underwent examination, but the class had far from fairplay during the past year, Bhugwan Doss officiated as Librarian during six months of the year, Shunker Doss having obtained that length of leave from the Local Committee. Gunesh Chowbé entered very late in the year, otherwise, I have little doubt he would have obtained very high numbers. Ameer Ali, a very excellent pupil, was sick during the examination; and Bishun Nath, certainly our best Literary, Oordoo, and Persian scholar in the English department, obtained a situation as English and Persian Translator, from the Judge of Shahabad. He left for his appointment on the 8th August 1853. In Literature, they were examined on the subjects noted in the margin. The papers were forwarded by Government, and all examined by myself, and I think them fully entitled to the marks set down in the Tabular Statement. The difficulty of the subjects in the 1st Class, renders it impossible that the pupils thereof should obtain nearly full marks. The performance of Ellahee Buksh was not good; but he is a young boy, and I trust he will improve this year. He is certainly most diligent and attentive.

Milton's first two books of Paradise Lost.
Shakespeare's Hamlet, and Bacon's Essay.

"I think that, as far as the examination went in Elphinstone's History, the numbers obtained are very fair. In addition to this, the pupils of this class have nearly completed the translation of the 2nd volume of that History.

"The Mathematical papers noted in the margin, were received from the Principal of the Roorkee College. With some exceptions, owing to causes specified above, the performances were very fair. Had Ameer Ali been well, he also would have undergone examination in the Differential Calculus. In addition to the translation of Elphinstone, referred to above, this class read and underwent examination in Intikhab-kuleeat-i-Souda.

Statics, Dynamics, Trigonometry, Conic Sections, Differential and Integral Calculus.

"After they had finished the study of this book, it was deemed better that they should employ themselves chiefly with translation from English into Oordoo, as it was found that many of them had a sufficient stock of words, and that their chief defect was, inability to compose accurately and with facility. As respects the subjects proposed to be read at the commencement of 1853, but dropped in the course of the year, I may mention that the absence of the Head Master, and the devoting one and a half hour daily to Oordoo, rendered such a step unavoidable."

With respect to Science, Mr. Cargill remarked that there were, in the English Department, as many Scientific as Literary classes. Whether this arrangement was the best that could be adopted may perhaps be questioned; but with the present staff of teachers, no other can be substituted. All teachers are not Mathematicians; and to appoint any one to teach Euclid, Algebra, Trigonometry, &c., except those who are well acquainted with these subjects, would be to compel both Master and pupil to waste so much time: nor does the number of studies to be read, allow of the same portion of the day being set apart for Mathematics, for all the Senior English Classes. Even could such be the case, the teachers of Literature would be idle during an hour and a half daily. That arrangement, as has before been remarked, is adopted in the Persian Department, but then the teachers of Oriental Literature are engaged in giving instructions in Oordoo to the Senior English Classes. Were the suggestion of the Principal, of rendering it compulsory on all the Oriental Classes to read English, acted upon, a uniform plan might prevail throughout the whole Institution, as during their otherwise leisure hours, the teachers of English Literature might be engaged in instructing the Oriental Classes. The 7th, 8th and 9th English Masters taught Arithmetic to their own classes. The gratuitous services of Raja Lall were availed of in teaching Arithmetic to the 6th English Class. The Science of the 4th and 5th Classes, and partly that of the 3rd Class, was taught by Pandit Radha Kishen. That of the second part of the 3rd, and part of that of the 1st, by Professor Ram Chunder. In the Oriental Department there are seven Arithmetical and Mathematical Classes. The 1st under Professor Ram Chunder, the 2nd under Pandit Radha Kishen, the 3rd under Moulvie Kurreem Buksh, and the remaining four classes under Moonshee Zukaoollah. The conduct and ability of the two first, deserve great praise.

On the 9th of November last, the following Resolution was passed by the Local Committee:—

"That 20 Rs. be this year assigned from the College Funds for the medal annually given by the late President, Sir T. J. Metcalfe, Baronet."

This medal was gained by Bhugwan Dass. Moofty Sudder-ood-deen Khan, as usual, gave a silver medal for the best Oordoo Essay on the following subject:—

"Which is better, a Monarchical, or a mixed form of Government; and what is the cause of the superiority?"

This medal was gained by Khwaja Zea-ood-deen.

J. P. MacWhirter, Esq. gave a silver medal for proficiency in Mechanics, through the medium of Oordoo. This was awarded to Sheik Zea-ood-deen.

The following silver medals were also awarded for general proficiency:—

One to Dwarka Nath, 1st English Class.

One to Sheo Narain, 2nd ditto.

One to Tarachurn, 3rd ditto.

One to Sheik Zea-ood-deen, 1st Arabic Class.

One to Babur Ali, 1st Persian Class.

One to Bisheshar Nath, 1st Sanscrit Class.

Deputy Collector Rai Ram Surun Dass gave a common Magnetic Compass for proficiency in Surveying. This was awarded to Kishen Lall, a student of the 2nd English Class.

During the past year, 11 Regimental Moonshees, and 9 candidates for such offices, underwent the examination laid down in the *Government Gazette*, dated the 12th of November 1850, of whom 5 Regimental Moonshees and 3 candidates were unsuccessful.

During the year, 21 English and 4 Oriental pupils, studied Mapping, Plan Drawing, and Surveying, and 21 English and 1 Oriental pupil studied Civil Drawing. Mr. Goulding was indefatigable in his efforts to improve these classes, and the plans and specimens produced, seemed to show that he has been in a high degree successful.

In conclusion, Mr. Cargill begged to record his entire satisfaction with the zeal and diligence of all the Masters and Moulvies: many of them discharged their duty ably, as well as faithfully, and all of them exerted themselves to the utmost of their capacity.

In replying to the Committee's report, the Lieutenant-Governor observed that it was not accompanied by any statement o

opinion of the Members of the Committee. As several of these had been very recently placed on it, His Honor did not, on the present occasion, call on them for an expression of their views on the results of the last examination, and on the position and progress of the Institution. But he noticed that he expects to be aided generally by the remarks of the Local Committees on these points. The Committee were informed that His Honor regarded a careful attention to their duties in the Educational Department, to be as prominent a matter for the interest and the efforts of public officers, as the execution of any other of their administrative functions.

The increase in the number of pupils, and in the collection of fees for tuition, was satisfactory. His Honor was gratified to observe that so many of the new Mahomedan scholars had also joined the English Classes. He did not doubt that through the care and diligence of the Principal and teachers, and under the steady and judicious encouragement of the Members of the Committee, both in their relation to the College, and as having the disposal of places of emolument and trust in their several official establishments, the increasing disposition to the study of English, which is referred to by the Principal, would be still further confirmed and extended.

His Honor did not need to repeat and enforce the instructions which had so recently been communicated by him to all the Committees in these Provinces, on the joint and idiomatic cultivation and use of English and Oordoo, by the pupils of the English Classes. He would direct the attention of the Committee and of the College officials, to securing that object, as greatly preferable to the plan of having a separate course of teaching, by distinct masters, of the two languages.

The Lieutenant-Governor had also earnestly impressed upon all the Committees, the importance of forming a habit of free and correct conversation in English. He adverted again, in reviewing the present report, to this point, because a want of familiarity in English conversation, is noticed as a defect, in the remarks now made by the Principal.

His Honor would likewise request the early examination by the Committee, in communication with the Principal, of the qualifications of the Junior English teachers, on whom, in forming the first tone and practice of the scholars, so much depends that is the most essential. The deficiencies of some of the lower teachers had been pointedly noticed by the Principal, and by Mr. Roberts, in submitting the report for 1852, and the same subject was even more forcibly animadverted on, as regards the Dehlie College, in the report submitted by Dr. Mouat on the occasion of his inspection of the different Institutions of instruction under the Government. A special and early report was, with reference to these observations, requested from the Committee, on the fitness, character, and services, of the several Junior Masters.

Revised proposals for a uniform course of study, and series of class books, a subject to which the Principal adverted in his memorandum, were expected by His Honor from the several Principals of Colleges.

His Honor observed with satisfaction, the favorable mention made by the Principal, of the active exertions of Mr. E. H. H. Goulding in teaching English, as well as Surveying and Drawing.

The Lieutenant-Governor looked to a considerable improvement in the results of the English instruction during the current year, from the efforts and approved capacity of Mr. Taylor, recently re-appointed to be Head Master.

The Lieutenant-Governor was not prepared to adopt the suggestion of the Principal, that all students of the Oriental Department should be required also to go through the English Classes. But he would be glad to have the sentiments of the Committee on the expediency of a rule that all scholars admitted in future to any of the Oriental courses of the study, should be held bound also to receive instruction on Scientific subjects in the Oordoo Classes.

It appeared to His Honor to be most material, and, in the actual state of feeling in the native community it would probably be found very practicable, to lead all the Oriental students to acquire the elements of sound Scientific knowledge, through the medium of their own Vernacular tongue.

His Honor entirely approved the practice of causing the Arabic and Persian students to acquire a facility in reading Nagree, and the Sanscrit students to become, in like manner, familiar with Oordoo.

His Honor remarked that Dr. Mouat, in his report, had strongly recommended, that too exclusive an attention should not be paid in the Oordoo Scientific Department, to pure Mathematics, and that illustrated Lectures, in Oordoo, should be given on Elementary subjects of Natural Philosophy and mixed Mathematics, as is very advantageously done at Agra and Benares.

His Honor entirely approved these recommendations, and requested that arrangements may be made for acting on them. The nature and use of the different valuable instruments indented for the College from Calcutta, should, in this manner, be thoroughly explained to the pupils.

The scholarships were subsequently sanctioned, but, with reference to their unusual number, the Committee were informed that a communication upon the general principles upon which scholarships should be awarded, would be shortly made to them.

List of Scholarships proposed for the year 1854, *in the English Department of the Dehlie College.*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarship.*	*Amount.*
1	Ameer Ali, ...	15	3rd July 1848	Senior Scholar,	25 0 0
2	Dwarka Nath, ..	12	20th Jany. 1845	Ditto	25 0 0
3	Nund Kishore, ..	12	26th March 1845	Ditto	20 0 0
4	Bhugwan Dass, ..	12	4th Sept. 1843	Ditto	16 0 0
5	Ramjus, ...	11	13th March 1845	Ditto	16 0 0
6	Ganesh Chowbay,	19	1st October 1853	Ditto	16 0 0
7	Elahee Buksh, ..	8	20th Jany. 1841	Ditto	12 0 0
8	Sheo Narain, ..	13	4th Feby. 1847	Ditto	10 0 0
9	Rujjoo Mull, ..	12	16th Novr. 1845	Ditto	9 0 0
10	Peyaree Mohun,	9	20th Feby. 1845	Ditto	9 0 0
11	Goor Saha, ...	10	20th Feby. 1845	Ditto	9 0 0
12	Noor Mahomed, ..	8	10th Feby. 1845	Ditto	9 0 0
13	Kishen Lall, ..	9	22nd April 1844	Ditto	9 0 0
14	Sree Nath, ...	8	1st April 1845	Ditto	9 0 0
15	Chundoo Lall, ..	14	8th April 1849	Junior Scholar,	8 0 0
16	Tara Chund, ..	11	8th August 1849	Ditto	7 0 0
17	Goor Pershad, ..	13	27th Novr. 1848	Ditto	6 0 0
18	Ram Chund 2nd,	13	8th August 1849	Ditto	5 0 0
19	Oomrao Singh, ..	7½	28th Sept. 1843	Ditto	5 0 0
20	Peyara Lall, ..	10	22nd April 1848	Ditto	5 0 0
21	W. R. Vyall, ..	11	17th June 1850	Ditto	5 0 0
22	Atma Ram, ..	15	2nd Sept. 1851	Ditto	5 0 0
23	Kunhia Lall 2nd,	11	2nd June 1848	Ditto	5 0 0
24	Kunhia Lall 1st,	12	14th June 1848	Ditto	4 0 0
25	Ram Chunder 1st,	10	4th March 1847	Ditto	4 0 0
26	Sher Singh, ..	9	16th Decr. 1846	Ditto	4 0 0
27	Hurdeo Saha, ..	10	11th Septr. 1845	Ditto	4 0 0
28	J. A. Collins, ..	13	19th January 1852	Ditto	4 0 0
29	Ahmud Ali, ..	13	26th April 1849	Ditto	4 0 0
30	Bishumber 1st, ..	12	29th Septr. 1849	Ditto	4 0 0
31	Bishumber 2nd,	14	4th Feby. 1850	Ditto	4 0 0
32	Gungapershad 1st,	11	7th April 1849	Ditto	4 0 0
33	Gungapershad 2d,	9	21st January 1850	Ditto	4 0 0
34	Hookoomut Rai,	10	27th January 1851	Ditto	4 0 0
35	Sheojee Ram, ..	10	5th May 1849	Ditto	4 0 0
36	Wuzeer Ali, ..	8	10th April 1847	Ditto	4 0 0
37	Kunhia 3rd, ..	10	25th October 1850	Ditto	4 0 0
38	Shunker Dass, ..	11	8th October 1850	Ditto	4 0 0
39	Shunker Nath, ..	15	6th Feby. 1851	Ditto	4 0 0
40	J. Wilson, ...	12	21st January 1853	Ditto	4 0 0
				Total, Co.'s Rs.	313 0 0

List of Scholarships proposed for the year 1854, *in the Oriental Department of the Dehlie College.*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarship.*	*Amount.*
	ARABIC DEPARTMENT.				
1	Nuzeer Ahmud, ..	11	1st January 1847	Senior Scholar,	14 0 0
2	Rahim Buksh,.. ..	12	2nd October 1844	Ditto	12 0 0
3	Tufuzool Hoosain,..	17	1st January 1848	Ditto	12 0 0
4	Alee Nukee, ...	12	4th January 1844	Ditto	12 0 0
5	Fuzla Ruhman, ..	16	1st January 1850	Ditto	10 0 0
6	Sheik Zeyaooddeen,	10	25th April 1843	Ditto	9 0 0
7	Gholam Qoodsee, ..	15	1st January 1848	Ditto	9 0 0
8	Syed Abdoolla, ..	10	4th Feby. 1844	Ditto	9 0 0
9	Luteef Hoosain, ..	12	25th January 1849	Ditto	9 0 0
10	Noorul Hussun, ..	15	6th October 1847	Ditto	9 0 0
11	Alumdar Hoossain,..	15	1st January 1848	Ditto	9 0 0
12	Hoossain Buksh, ..	12	13th Feby. 1845	Ditto	9 0 0
13	Mohomed Mirza, ..	10	21st January 1845	Ditto	9 0 0
14	Oolfut Hoosain, ..	17	1st January 1850	Ditto	9 0 0
15	Ahmud Hoosain, ..	16	1st January 1851	Junior Scholar,	8 0 0
16	Noorul Hussun, ..	15	6th October 1847	Ditto	5 0 0
17	Mooshurruf Ali, ..	16	12th June 1851	Ditto	4 0 0
18	Abdoolla,..	14	1st January 1852	Ditto	4 0 0
19	Hyder Hussun, ..	15	4th August 1851	Ditto	4 0 0
20	Syed Ahmed, ...	13	7th January 1851	Ditto	4 0 0
21	Shuffeeq Ali, ...	13½	30th October 1852	Ditto	4 0 0
22	Yakoob Ali, ...	15	24th Feby. 1851	Ditto	4 0 0
23	Moonawir Hoosain,	13	1st April 1850	Ditto	4 0 0
24	Tufuzool Hoosain, ..	15	17th Feby. 1853	Ditto	4 0 0
25	Soobhanooddeen, ..	16	1st January 1853	Ditto	4 0 0
	PERSIAN DEPARTMENT.				
26	Babur Ali, ...	13	28th June 1845	Senior Scholar,	10 0 0
27	Mohumed Beg, ..	14	1st January 1845	Ditto	9 0 0
28	Nujmooddeen,.. ..	12	22nd January 1846	Ditto	9 0 0
29	Ali Buksh, ...	10	1st April 1846	Ditto	9 0 0
30	Jankee, ...	9	26th Feby. 1845	Ditto	9 0 0
31	Abdool Gunnee, ..	15	1st January 1851	Junior Scholar,	7 0 0
32	Sulleemoollah, ..	14	18th Feby. 1850	Ditto	5 0 0
33	Sookhun Lall,.. ..	14	26th May 1851	Ditto	5 0 0
34	Ummer Nath, ...	12	18th Sept. 1849	Ditto	5 0 0
35	Shunker Doss, ..	13	16th April 1851	Ditto	5 0 0
36	Doorgapershad, ..	15	24th August 1852	Ditto	5 0 0
37	Peyara Lall, ...	14	12th June 1851	Ditto	5 0 0
38	Golab, ...	14	20th January 1852	Ditto	4 0 0
39	Deokee Nundun, ..	14	21st April 1852	Ditto	4 0 0
				Carried over,..	281 0 0

List of Scholarships proposed for the year 1854, *in the Oriental Department of the Dehlie College—(continucd.)*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarship.*	*Amount.*
				Brought forward,..	281 0 0
			PERSIAN DEPARTMENT—*(continued.)*		
40	Kurm Ahmud,.. ..	14	29th April 1851	Junior Scholar,	4 0 0
41	Khwaja Ahmud, ..	16	1st January 1852	Ditto	4 0 0
42	Abdoor Ruhman, ..	16	1st January 1853	Ditto	4 0 0
43	Esanool Huq, ...	16	1st January 1853	Ditto	4 0 0
44	Chunnee, ...	13	30th March 1850	Ditto	4 0 0
			SANSCRIT DEPARTMENT.		
45	Purs Ram, ...	13	28th Feby. 1845	Senior Scholar,	9 0 0
46	Bisheshar Nath, ..	14	1st January 1851	Junior Scholar,	6 0 0
47	Jugdeep, ...	13	10th October 1851	Ditto	5 0 0
48	Premsook, ...	15	12th March 1852	Ditto	5 0 0
49	Gowree Shunkur, ..	12	1st January 1850	Ditto	4 0 0
50	Ramjeewun, ...	13	1st January 1851	Ditto	4 0 0
51	Byj Nath,..	14	27th January 1851	Ditto	4 0 0
52	Kidar Nath, ...	12	27th January 1851	Ditto	4 0 0
53	Kashee Nath, ...	11¼	17th May 1853	Ditto	4 0 0
54	Palee, ...	13	27th January 1851	Ditto	4 0 0
55	Bishun, ...	15	10th October 1851	Ditto	4 0 0
			OUT-DOOR CANDIDATES.		
56	Alee Ruzabeg,.. ..	16	1st January 1854	Junior Scholar,	4 0 0
57	Jankee Pershaud, ..	16	1st January 1854	Ditto	4 0 0
58	Azeez-ood-deen, ..	16	1st January 1854	Ditto	4 0 0
59	Waris Ali, ...	16	1st January 1854	Ditto	4 0 0
60	Mohomed Yakoob,..	15	1st January 1854	Ditto	4 0 0
				Total, Co.'s Rs.	374 0 0

Detailed Statement of Receipts and Disbursements of the Dehlie College, during the official year 1853-54.

Detail of Receipts.	*Amount.*	*Amount.*	*Detail of Disbursements.*	*Amount.*	*Amount.*
	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.
Separate Fund, From Nawab Itmad-ood-Dowlah, ... 7253 5 4			Salary of Principal, ...	7,200 0 0	
Separate Fund, From Escheat Fund, ... 3000 0 0	10,253 5 4		Ditto of English Teachers, ...	11,906 15 6	
Assignment from Parliamentary grant, ...	8,658 10 8		Ditto of Oriental ditto, ...	7,776 0 0	
Ditto from additional grant, ...	9,645 6 9		Ditto of Librarian, ...	420 0 0	
Refunded Charges, ...	3,278 9 3		Ditto of Establishment, ...	1,500 0 0	
Scholarship allowance sanctioned by Government, ...	8,244 0 0		Scholarships given in the English Department,	2,426 7 3	
Prize allowance ditto ditto, ...	500 0 0		Ditto ditto Oriental ditto, ...	2,740 0 0	
Special grants by Government, ...	594 8 5		Prizes given in the English Department, ...	235 0 0	
Discount, ...	0 0 0		Ditto ditto Oriental ditto, ...	154 12 0	
Miscellaneous.	0 0 0		Medals bestowed, ...	110 4 0	
Balance of last year, ...	0 0 0		Credit in the books of the Collector for vacant Scholarships, ...	329 8 9	
Aggregate Receipts, as per Statement annexed,	6,361 15 4		Ditto ditto ditto for vacant appointments, or officers on leave, ...	2,949 0 6	
			Supernumerary Masters, ...	0 0 0	
			Disbursements under Special Government grants, ...	678 8 5	
			Miscellaneous Expenses, as per Statement annexed, ...	5,071 2 5	
			Due from Government on account of Scholarships, from the 1st January 1854 to the 30th April 1854, ...	2,748 0 0	
			Balance in hand, 30th April 1854,...	1,290 12 11	
Total Receipts, Rupees ...	... ...	47,536 7 9	Total Disbursements, Rupees ...	... ...	47,536 7 9

DR. -- { *Account of Receipts and Disbursements of the Separate Funds at the disposal of the Dehlie College, during the official year* 1853-54. } -- CR.

	Rs.	A.	P.	Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.
Balance of last year, ...	2852	11	4				Books purchased, ...	2,357	2	5			
Fines and forfeitures, ...	119	7	0				Stationery	259	2	6			
Books sold, ...	728	2	1				Postage, ...	156	15	0			
Discount, ...	0	0	0				Furniture, ...	190	12	0			
Admission fees, ...	0	0	0				Repairs, ...	14	9	0			
Monthly fees, ...	1977	2	0				Appropriation from Special Funds, ...	0	0	0			
Special aid granted by Government, ...	654	4	11				MISCELLANEOUS.						
Special Fund, ...	0	0	0										
				6331	11	4	Astronomical instruments, ...	1654	8	0			
Mr. MacWhirter's Medal for proficiency in Mechanics, ...	16	4	0				Punkah pullers, ...	110	8	0			
							Sanscrit Examiner's pay, ...	64	0	0			
Muftee's Medal for the best Oordoo Essay, ...	14	0	0				For realizing Tuition fee, ...	78	4	0			
							For watering the garden, ...	40	10	3			
				30	4	0	For making punkahs, ropes, and tatties, &c. ...	80	0	5			
							Binding Books, ...	34	6	10			
							Mr. MacWhirter's Medal for proficiency in Mechanics, ...	16	4	0			
							Muftee's Medal for the best Oordoo Essay, ...	14	0	0			
											5071	2	5
							Balance, ...	...	...	...	1290	12	11
Total Receipts, Rupees... ...	...	...	...	6361	15	4	Rupees	...	...	...	6361	15	4

H

BENARES COLLEGE.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION AT BENARES, ON THE 31ST DECEMBER 1853.

Names.	*Official Designation.*
H. C. Tucker, Esq., *President,*	Commissioner, and Agent Governor General.
A. Shank, Esq., ...	Civil and Sessions Judge.
F. B. Gubbins, Esq., ...	Magistrate and Collector.
A. R. Pollock, Esq., ...	Officiating Joint Magistrate and Deputy Collector.
J. G. Gordon, Esq., ...	Merchant.
Maharajah Iswari Prasad Narayan Singh Bahadur, ...	Rajah of Benares.
Rajah Suttcharan Ghosal, ...	Zemindar.
Babu Ramprasana Singh, ...	Ditto.
J. R. Ballantyne, Esq., L.L.D.,	Secretary L. C. P. I.

Establishment of the English Department of the Benares College, on the 31st December 1853.

Name.	*Designation.*	*Amount of Salary.*	*Date of Appointment.*
J. R. Ballantyne, Esq., L.L.D., ...	Principal, ...	600 0 0	3rd January 1846.
F. E. Hall, Esq., M.A.,	Anglo-Sanscrit Professor,.. ..	400 0 0	18th Feby. 1850. & March 1853.
(Office Vacant,)	Head Master, ...	400 0 0	
D. Tresham, Esq.,* ..	Master	200 0 0	5th Sept. 1840.
Babu Muthuraprasad Miser,†	Ditto, ...	150 0 0	17th April 1847.
Babu Shiva Sankara Singh, ...	Ditto, ...	100 0 0	9th March 1842.
Babu Kidarnath Naludhy, ...	Ditto, ...	50 0 0	21st May 1846.
(Office Vacant,)	Ditto, ...	50 0 0	
Pandit Ramjashan, ..	Anglo-Sanscrit Teacher,	30 0 0	1st March 1849.
Babu Prankrishpa Ghose, ...	Writing Master,.. ..	20 0 0	11th July 1848.
Babu Sitalprasad Gupt,	Librarian, ...	30 0 0	30th October 1852.
Moulvee Jalalooddeen,	Oordoo Teacher, ..	50 0 0	7th Novr. 1847.
Munshi Jagannath Das,	Ditto ditto, ...	25 0 0	7th April 1845.
Pandit Badri Lal, ..	Hindee ditto, ...	50 0 0	1st October 1838.
Pandit Lokenath Chaubé, ...	Ditto ditto,..	25 0 0	17th April 1847.
Moulvee Abdul Ali, ..	Supernumerary Persian ditto,..	25 0 0	1st April 1849.
	1 Duftri, ...	6 0 0	
	1 Water-bearer, ..	5 0 0	
	General Servants, viz.		
	6 Peons, at 4 each, ..	24 0 0	
	2 Farashes, at 4 and 5,	9 0 0	
	2 Night Chowkeedars, at 4 each, ..	8 0 0	
	2 Day ditto, at 3 each,	6 0 0	
	3 Sweepers, 1 at 2, and 2 at 3 each, ...	8 0 0	

* Previous service dating from 12th September 1833, when appointed 2nd Teacher in the late Allahabad School.

† Drawing half salary.

Establishment of the Sanscrit Department of the Benares College, on the 31st December 1853.

Names.	*Designation.*	*Amount of Salary.*	*Date of Appointment.*
Ishwar Datta Pandé, ..	Assistant Secretary, ..	50 0 0	27th Dec. 1842.
Narayana Shastri, ..	1st Grammar, ...	60 0 0	1st May 1833.
Pandit Dewa Datta, ..	2nd Ditto, ...	32 0 0	1st May 1833.
Pandit Durga Datta, ..	3rd Ditto, ...	30 0 0	1st Sept. 1842.
Pandit Hiranund Chaubé, ...	Poetry, ...	80 0 0	1st June 1827.
Pandit Umarama, ..	Vedanta, ...	80 0 0	1st Feby. 1825.
Kaliprasad Bhattacharjya, ...	Nyāya, ...	80 0 0	2nd April 1847.
Venkata Rama Shastri,	Assistant ditto, ...	40 0 0	24th April 1852.
Vitthala Shastri, ...	Ditto ditto, ...	40 0 0	15th March 1853.
Kashi Nath Shastri, ..	Sankhya, ...	80 0 0	5th Decr. 1837.
Pandit Gulzar Chaubé,	Law, ...	80 0 0	5th Decr. 1837.
Pandit Lujjashankara,	1st Astronomy, ...	80 0 0	1st Feby. 1825.
Pandit Nund Lall, ..	2nd ditto, ...	32 0 0	1st Feby. 1835.
Bapu Deva Shastri, ..	Natural Philosophy, ..	80 0 0	15th Feby. 1842.
Moulvee Mohumed Ahsan, ...	1st Arabic Teacher, ..	82 0 0	4th Novr. 1847.
Munshi Visheshar-prashad, ...	2nd Persian ditto, ..	20 0 0	1st Oct. 1841.
Pandit Bechan Tewari,	Librarian, ...	50 0 0	14th Decr. 1852.
Radhanath Chuckerbutty, ...	English Writer, ...	32 0 0	1st Feby. 1851.
Haro Datta, ...	Duftri, ...	8 0 0	1st Octr. 1829.
Kanahia Lall, ...	Hindee Writer, ...	8 0 0	15th Jany. 1842.
	2 Water-bearers, at 4 each, ...	8 0 0	
Gopal Bhatt, ...	Pensioner, ...	20 0 0	

Abstract of Students on the Rolls of the Benares College, on the 31st December 1853.

Department.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
English Department,	3	4	152	0	159
Persian Department,	0	15	34	0	49
Sanscrit Department,	0	0	121	0	121
Grand Total, ..	3	19	307	0	329

Detail of Studies pursued in the Benares College, during the year 1853.

Number of Students Studying.

English.				*Oordoo.*			*Hindee.*					
Only.	With Oordoo only.	With Oordoo and Persian, or Arabic.	With Hindee or Sanscrit.	Only.	With Persian or Arabic.	With Hindee or Sanscrit.	Only.	With Sanscrit.	With Persian or Arabic.	Persian.	Arabic.	Sanscrit.
8	93	13	90	0	0	0	0	0	0	39	6	80

Detail of Fees realized in the year 1853, *in the Benares College.*

Free Students.	Monthly Tuition Fees.												Entrance Fees.	
	Number of Students who pay, each,												*No.*	*Amount.*
	Rs.	As.	Rs.	As.	Rs.	As.	Rs.	As.	Rs.	As.	Rs.	As.		
	5	0	1	0	0	8	0	0	0	0	0	0		
218	0		42		69		0		0		0		0	0 0 0

Monthly Detail of Entrance and Tuition Fees.

Month.	*Amount realized.*				*Month.*	*Amount realized.*			
	Entrance Fees.			Tuition Fees.		Entrance Fees.			Tuition Fees.
January, ..	0	0	0	56 0 0	Brought over,	0	0	0	391 14 0
February, ..	0	0	0	68 0 0	July, ...	0	0	0	70 0 0
March, ...	0	0	0	64 8 0	August, ..	0	0	0	74 0 0
April, ...	0	0	0	76 6 0	September, ..	0	0	0	79 8 0
May, ...	0	0	0	68 8 0	October, ..	0	0	0	72 8 0
June, ...	0	0	0	58 8 0	November, ..	0	0	0	68 0 0
					December, ..	0	0	0	76 8 0
Total, ..	0	0	0	391 14 0	Total, ..	0	0	0	832 6 0

Statement of Admissions, Withdrawals, &c. during 1853, *in the Benares College.*

Particulars.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
Number on the Rolls at the commencement of the Session, ...	4	20	312	0	336
Ditto of new admissions, ..	4	9	155	0	168
Ditto of re-admissions, ...	0	0	0	0	0
Ditto of withdrawals, ...	4	12	155	0	175
Ditto of expulsions, ...	0	0	0	0	
Ditto of death or protracted sickness, ...	1	1	2	0	
Ditto on Rolls at the end of the Session, ...	3	16	310	0	329
Daily average attendance, ..	0	0	0	0	301

Statement of Attendance during 1853, *in the Benares College.*

Average number on the Rolls, ...	329
Average attendance, ...	301
Proportion per cent. of attendance to the average number on the Rolls,	92

Comparative Statement of Attendance, Fees, and average cost of Education, in the years 1852 *and* 1853, *in the Benares College.*

Year.	*Number of Students.*	*Per-centage of average attendance.*	*Entrance and monthly fees realized.*	*Total expenditure.*	*Cost per student.*
1852, ...	336	90	761 7 9	39,140 0 0	116 7 9
1853, ...	329	92	832 6 0	38,905 15 6	118 4 0

List of Students who came from a distance to be educated in the Benares College, during 1853.

No.	*Name.*	*Class.*	*Place of Abode.*	Remarks.
1	Ramanarayana Sastri, ..	Sanscrit Department.	Hydrabad.	
	Jagannath Sukula, ..		Dariabad.	
	Jagannath Pandé, ..		Almorah.	
	Balkrishna Khandekar,		Jalwan.	
5	Suvansa Chaubé, ..		Kasba Kirat.	
	Thakurdatta Misra, ..		Azimgurh.	
	Kalicharana Pandé, ..		Majhava.	
	Gangaprasada Tewari, ..		Shahjahanpore.	
	Vendhyaprasada Sukala,		Dariabad.	
10	Dhanirama Upadhyaya,		Patna.	
	Sivacharana Upadhyaya,		Patna.	
	Lakhsmiprasad Misra, ..		Ghazeepore.	
	Gaouridatta Upadhyaya,		Azimgurh.	
	Mahesadatta Pandé, ..		Mirzapore.	
15	Sivamohana Pandé, ..		Jounpore.	
	Sivabhajana Upadhyaya,		Ghazeepore.	
	Ramavatara Ojha, ..		Ghazeepore.	
	Kaberdatta Pandé, ..		Woodaypore.	
	Haracharana Pandé, ..		Azimgurh.	
20	Shyama Charana, ..		Chittagong.	
	Bhagavat Chandra, ..		Chittagong.	
	Sivanandana Singh, ..	1st Persian Class,	Arah.	
	Mazhar Ali, ...	2nd Arabic Class,	Buxar.	
	Ashak Ali, ...	Ditto,	Azimgurh.	
25	Sajid Ali, ...	1st Persian Class,	Jounpore.	
	Nandkishore, ...	Ditto,	Behar.	
	Keramut Ali, ...	Ditto,	Behar.	
	Mohumed Fayaz, .	2nd Persian Class,	Mozuffernuggur.	
	Niaz Ali, ...	Ditto,	Arah.	
30	Mohumed Jahia, ..	Ditto,	Jounpore.	
	Dobeeprasada, ...	3rd Persian Class,	Azimgurh.	
	Ganesaprasada, ..	Ditto,	Azimgurh.	
	Bhanda Lall, ...	Ditto,	Gangapurah.	
	Baji Lall, ...	Ditto,	Cawnpore.	
35	Wasil Ali, ...	3rd Class, J. D,	Banda.	
36	Kesorama, ...	4th Ditto, „	Jaloun.	

List of Students belonging to the Benares College, who obtained employment during the year 1853.

No.	Name.	Class.	Nature of Employment.	Salary.
		ENGLISH DEPARTMENT.		R. A. P.
1	Sunjkanta Chaturjya, ..	3rd Class, S. D.	English Writer,	25 0 0
	Ganga Prasada, ...	1st Ditto, J. D.	Ditto ditto,	15 0 0
	Hera Lala, ...	3rd Ditto,	Ditto ditto,	10 0 0
	Hera Singh, ...	Ditto,	Ditto ditto,	10 0 0
5	Vishcshara Prasada, ..	2nd Class, S. D.	English Teacher,	30 0 0
	Mathura Prasada, ...	2nd Ditto, S. D.	English Writer,	25 0 0
	Balya, ...	3rd Ditto, S. D.	English Teacher,	30 0 0
	Nabakrishna Chaturjya,	2nd Ditto, S. D.	English Writer,	40 0 0
	Rama Chunder Sen Gupt,	1st Ditto, S. D.	English Teacher,	50 0 0
		PERSIAN DEPARTMENT.		
10	Mohammud Reza, ..	1st Arabic Class,	Persian Teacher,	50 0 0
	Nund Kishore, ...	2nd Persian do.,	Persian Writer,	10 0 0
	Dalmir Khan, ...	2nd Ditto ditto,	Ditto ditto,	10 0 0
	Manick Chund, ...	1st Persian do.,	Ditto ditto,	10 0 0
	Janki Prasada, ...	Ditto ditto,	Ditto ditto,	10 0 0
15	Bechu Singh, ...	Ditto ditto,	Wasilbakee Navees,	30 0 0
		SANSCRIT DEPARTMENT.		
	Devadatta Tewari, ..	.. ..	Sanscrit Teacher,	40 0 0
	Venkata Rama Shastri,	.. ..	Anglo-Sanscrit ditto,	40 0 0
	Brajabhushana Misra,	.. ..	Sanscrit Teacher,	30 0 0
	Bechana Tewari, ...	.. ..	Librarian,	50 0 0
20	Vitthala Shastri, ...	.. ..	Anglo-Sanscrit Teacher,	40 0 0
	Tarradatta Jotishi, ..	.. ..	Pandit,	25 0 0
22	Gayadatta Pathaka, ..	.. ..	Sanscrit Teacher,	15 0 0

BENARES COLLEGE.

The Annual Returns of attendance exhibit, as regards the present year, some small decrease in two of the Departments. In the English Department there are at present 159 pupils, while the number last year was 181. In the Persian Department the number has also fallen from 54 to 49; but in the Sanscrit Department it has risen from 103 to 121. On the whole the number of pupils amounts to 329.

Of the youths in the English Senior Department, Ram Chunder Sen stands at the top of the list. In the last year's report, it was mentioned that he intended to devote himself to the study of medicine. The fact of his being a Bengali, stood in the way of his being admitted into the Medical College, Calcutta, on the favorable terms designed to encourage the natives of the Upper Provinces to enter there, and he has since shown a disposition to devote himself to the Educational Department. To test his capabilities, a class had for some months been made over to his charge; and the result led Dr. Ballantyne to recommend his being appointed to fill the vacant office of 6th Master in the English Department of the College.

In the absence of the Head Master, during much of the past year, Mr. Tresham, the 2nd Master, rendered with his usual cheerfulness the most essential and effective service to the College, in addition to his more appropriate duties.

The Visitor General of Schools, Mr. H. S. Reid, visited the College in November 1853, when he recorded the result of his visit as follows:—

"I examined the 2nd Class, Senior Department, (English,) and the 1st, 2nd and 5th (lowest) Classes, Junior Department, very cursorily during a hasty visit to the College. I was very much pleased with their correct pronunciation and general intelligence. The 2nd Class, Senior Department, is composed chiefly of Bengalis, who have but a limited knowledge of either of the vernacular languages of these Provinces; but the Junior Classes, especially the first, translated from English into Oordoo very idiomatically, and without hesitation. Even in the Senior Classes of our Colleges, I have never found the boys so proficient in this important branch. I had not time to examine the other English Classes, but the state of these, which I had leisure to see, is most creditable to the teachers in charge. From the way in which Mr. Tresham and Babu Siva Sankara Singh questioned the boys, it is evident that the classes are most exactly and carefully instructed. The Junior Hindee and Oordoo Classes, too, acquitted themselves in a manner very creditable to Pandit Badri Lal and the Oordoo Munshi."

The Senior lads of the English Department, during the year 1853, read "Midsummer Night's Dream;" Milton's "Comus;" Mackin-

tosh's "Ethical Philosophy," and portions of Smith's "Wealth of Nations;" Whately's "Lectures on Political Economy;" and Byron's "Childe Harold." Adam Smith's is, for many reasons besides voluminousness, an inappropriate class-book of Political Economy. Whately's exquisite Lectures in abstract, along with some selections from De Quincey, on the subject of Price and Value, are being reprinted for the use of our classes.

The Lieutenant-Governor having visited the College, when passing through from Calcutta to Agra, and having expressed satisfaction at the English pronunciation of the Senior lads, but dissatisfaction at their want of readiness in turning English readily into Oordoo, measures have been taken for more attention being bestowed on the latter subject. The circumstance that the College, at its first foundation, was a Sanscrit College, and that the Hindee, a derivative of the Sanscrit language, was the language of the Benares district, led the Principal to aim especially at first, at employing the Sanscrit for the improvement of the Hindee; but he has always looked forward to employing the Arabic analogously for the improvement of the Oordoo, and a commencement has accordingly been made in that direction.

List of Scholarships proposed for the year 1854, *in the English Department of the Benares College.*

No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.
1	Chunder Nath Mittra,	20	September 1843	Senior Scholarship,	20 0 0
2	Sita Nath Mittra, ..	19	January 1844	Ditto ditto,	20 0 0
3	Kasi Prasad Chaturjya, ...	20	November 1841	Ditto ditto,	20 0 0
4	Grish Chunder Sandel, ...	19	February 1841	Ditto ditto,	18 0 0
1	W. C. Tresham, ..	15	February 1846	Junior Scholarship,	16 0 0
2	Sarata Chunder Mukurjya, . ..	17	April 1849	Ditto ditto,	16 0 0
3	Kailasa Nath Sukula,	16	February 1844	Ditto ditto,	16 0 0
4	Nobin Chunder Banerjye, ...	16	January 1851	Ditto ditto,	10 0 0
5	Kasava Chunder Mittra, ...	17	March 1845	Ditto ditto,	10 0 0
6	Gadadhur Ghose, ..	14	July 1851	Ditto ditto,	6 0 0
1	Qurban Ali, ...	17	February 1845	Ghosal Scholarship,	16 10 6

List of Scholarships proposed for the year 1854, *in the Arabic and Persian Departments of the Benares College.*

No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.
1	Abdus Samad, ...	19	November 1848	Arabic Senior Scholarship,	12 0 0
1	Ashak Ali, ...	19	November 1852	Arabic Junior Scholarship,	8 0 0
2	Mazhar Ali, ...	18	November 1852	Ditto ditto,	6 0 0
3	Sajad Ali, ...	17	September 1849	Ditto ditto,	6 0 0
1	Nandkishore, ...	15	May 1853	Persian Senior Scholarship,	7 0 0
2	Kuramat Ali, ...	14	November 1853	Ditto ditto,	6 0 0
3	Siva Nandana Singh,	20	July 1849	Ditto ditto,	6 0 0
4	Vajed Ali, ...	16	November 1851	Ditto ditto,	5 0 0
1	Mohamed Fayaz, ..	12	July 1851	Persian Junior Scholarship,	6 0 0
2	Niaz Ali, ...	16	July 1852	Ditto ditto,	5 0 0
3	Baladeva, ...	10	April 1851	Ditto ditto,	4 0 0
4	Kalicharun, ...	12	March 1853	Ditto ditto,	4 0 0

The following is Professor Hall's report on the

ANGLO-SANSCRIT DEPARTMENT.

"Subjoined are the names of the pupils belonging to this Department, whom I had the charge of instructing, in part or in whole, during the past year. After the name of each is specified the progress made by him in the course of 1853.

First Division.

1. Govinda Deva Sāstrī, -- -- Excellent.
2. Balakrishna Sāstrī, -- -- -- Very good.
3. Pandit Jagan Natha Pāndo, -- Very good.
4. Rāmanārāyana Sāstrī, -- -- Good.
5. Pandit Thakura Datta Misra, -- Pretty good.

Second Division.

1. Pandit Sitala Prasada Tiwari, -- Excellent.
2. Pandit Siyāma Tiwari, -- -- Very good.
3. Pandit Rāma Chundra Tiwari, -- Very good.
4. Pandit Vishnu Datta Sukula, -- Good.
5. Pandit Jagan Natha Sukula, -- Good.
6. Pandit Kāsīnātha Dubé, -- -- Good.
7. Pandit Rāmādina Purohita, -- Very indifferent.

"Last year, as year before last, my class was diminished by the withdrawal from it of a meritorious student, for advancement to the post of teacher in our own Institution. Vitthala Sāstrī is the person whose promotion I have to record. The pupils named in the second division of the preceding list have been more particularly under the tuition of Pandit Rāma Jashan. They have, however, had constant access to me for assistance in whatever was not made sufficiently clear to them by their teacher. It is my purpose, the present year, to devote more attention to these pupils than they have hitherto received, as in respect of pronunciation, I am not altogether satisfied with their progress. Pandit Rāmā Chundra Tiwari at present receives no stipend, and I would propose to transfer to him the Scholarship held by Pandit Rāmādina Purohita.

"During the Session just terminated, the 1st Division of this Department read with me 60 pages of Macaulay's History of England; 37 pages of Dr. Ballantyne's Synopsis of Science (completing the 2nd vol.); and 76 pages of Bacon's Essays, (Captain Richardson's Edition). With these men I have also read, in proof sheets, several hundred pages of Dr. Ballantyne's translations from the Sanscrit.

"My pupils as well as myself, were soon convinced that Macaulay's History was not the sort of work from which, with their scanty knowledge of the English language, and their total unacquaintance with even the outlines of English History, they could hope to derive yet a while the maximum of profit. In the absence of a simpler available text-book, and yet as being after all more intelligible to them, I then put Bacon's Essays into their hands. To this work also, with reference to the present qualifications of these men, there are strong objections. At the commencement of the ensuing term, it is my wish to make arrangements to read with them such papers from the *Spectator*, as, after private perusal of the whole, I shall think best adapted, as to matter and style, for their perusal.

"To habituate my pupils to composition, I have during the Session just elapsed, devoted an hour daily to translating on the black board, from the Sanscrit into English. They have further been exercised, once or twice a week, in writing English from dictation.

"The interest and assiduity which my class have shown the past year in their studies, has been highly encouraging, and I am happy in being permitted to add that their improvement has been for the most part in keeping with their industry.

"The seven students taught by Rāmā Jashan, have read with him, in a very critical manner, 30 pages of Marshman's Brief Survey of History, Vol. II. The concurrent labours, in Hindee, of one of these young men for the College, must not be passed unnoticed. Pandit Sital

Prasāda Tiwari has rendered most essential service towards preparing a revised translation, which is still going on, of Dr. Ballantyne's Synopsis of Science. His Hindee version of the Novum Organum, is likewise in a promising state of forwardness.

"Pandit Rāmā Jashan has also instructed in the rudiments of English, fifteen young lads of the Sanscrit Department, all of whom have done more or less in Sanscrit. Particulars concerning them, will be found among the tabular returns. As usual, I have to express my entire satisfaction with the manner in which Pandit Rāmā Jashan has acquitted himself of his duties in connection with his pupils and myself."

In connection with the Anglo-Sanscrit Department, there was, in 1852, a class of the younger Sanscrit students, who were induced to read Hindee under Pandit Rāmā Jashan, by the temptation of a monthly stipend of Rs. 2. As stated in last year's report, the deficiency of really useful Hindee books, led to the discontinuing of these stipends, until Hindee books should have been prepared. Instructions in Hindee by this Pandit still remained available; but on the discontinuance of the stipends, the class of above 30, dwindled at once to two, (viz. Durga Prasad and Rāmā Chundra,) the others reverting to the exclusive study of Sanscrit as before. Here it may be proper to note what progress has been made in the preparation of Hindee educational works for the classes of the College. The annexed statement has been drawn up by Professor Hall.

"Enough of Bapu Deva's *Bhugola Varnana* (Geography) is printed to make one volume. The continuation on Mathematical Geography is ready for the Press. That on Physical Geography is in preparation.

"Bapu Deva has also turned into Hindee, a large portion of as much of his Sanscrit Trigonometry as has been published.

"Pandit Sitala Prasada Tiwari has revised, with a view to a second edition, the Hindee translation of the 1st part of Dr. Ballantyne's Synopsis of Science. He is now busy with the 2nd part. He has also made very good progress in his Hindee translation of Pandit Vitthala Sāstrī's Sanscrit Novum Organum: 24 pages have been printed.

"Pandit Rāmā Jashan has translated Wilson's Sanscrit Dictionary into Hindee, as far as the end of the vowels. He has also rendered much assistance to Pandit Sitala Prasada in polishing his versions.

"Babu Mathura Prasada Misra has translated into Hindee two parts, (pp. 317,) out of three, of the Laghu Kaumudi, an Elementary Sanscrit Grammar, with Doctor Ballantyne's English Commentary on it. The work is in the Press.

"Pandit Badri Lalah as revised, and greatly improved, for a second edition, his Bālā-bodha, an Elementary Sanscrit Grammar, in Hindee. He has further prepared for publication a new recast, in Hindee, of the well known Baitál Pachisi. It is in pure Hindee, all words of Arabic and Persian origin being excluded from it."

THE CUTCHERRY CLASS AND SURVEYING CLASS.

It is a frequent subject of complaint, that the College students, when they have completed their course of study, are not qualified to act at once as experienced officials in public offices. Waiving the question whether the best or only evidence of a collegiate student's having profited by his studies, be his fitness at once to give satisfaction to a hard-worked Civilian in a public office, it is undeniably desirable that those youths who look to employment in the public offices, and who value education only, or chiefly, as a passport to such employment, should be furnished in the College, with the means of acquiring the manual dexterity and acquaintance with detail, which have hitherto been monopolized by the comparatively uneducated sons and nephews of the amlah and other native officers of the Courts. An accomplished and experienced official is now therefore to attend at the College, and instruct the youths who require his aid; while the Moulvees of the College, will themselves observe the process, and qualify themselves to be instructors in this department in future.

At the suggestion also of the Commissioner, the instructions of a practical Surveyor have been made available to the students of the Senior Class. The mere manipulation of some simple instruments, is all that these mathematically educated youths required to have some practice in. Their teacher, Babu Kedar Nath Paladhi, will, after a time, himself take charge of these practical operations. For studying the practice of more delicate operations, *e. g.* with the Theodolite, the great hall of the College has been found very serviceable. Heights and distances can be there, with the greatest nicety, measured and verified at all times, without fear of the sun, which here so much impedes out-of-door operations.

THE CLASSES OF VENKATRAM SASTRI AND VITTHALA SASTRI.

With the two young Pandits, who were appointed by the late lamented Lieutenant-Governor, to aid the Principal in introducing the study of European Science into the Sanscrit Department of the College, fourteen pupils have read regularly during the past year. The interest which these pupils take in the study of the Novum Organum, and the

keenness with which they discuss its positions, are remarkable. When Pandits from other parts of the country have visited the College, and on being shown some experiments in Chemistry or Pneumatics, have disputed the correctness of the theories which those experiments were brought forward to illustrate, it has been alike gratifying and entertaining to find these youths crowding round, with sparkling eyes, and contending, in the same phraseology, and with all the technicalities of the objector, for the validity of their new knowledge. It is not impossible that some of them persuaded even themselves, that they were arguing merely for the sake of argument, but there can be little doubt how beneficial to themselves must be the exercise of arguing on the side of truth, for the refutation of long-established error.

The preparation of the Sanscrit course of European studies proceeds continuously. The third volume of the Synopsis of Science is in progress. It will contain a compendious view of the Inductive Philosophy, the materials being taken from Bacon, Herschell, and Mill, and the terminology from Gautama and his followers. This compendium will serve as an introduction to Vitthala Sāstrī's Sanskrit version of the commentary on the Novum Organum. In case it should be questioned whether Vitthala Sāstrī is competent to understand such matters, and to re-produce them in the Sanscrit, the evidence of Professor H. H. Wilson, given before the Committee of the House of Lords, may be referred to, where that competent authority speaks of Vitthala Sāstrī's version of Bacon as follows:—"Here are the text and translation of a Sanscrit edition of Bacon. The English is not exactly Bacon's words, but it is a translation of the Sanscrit; the student having written, in fact, in Sanscrit, Bacon according to his own views, and then translated it into English; it will bear scrutiny." Of the Sanscrit version of Bacon, a second fasciculus is nearly through the Press, and a third is in progress. The first fasciculus is being rendered into Hindee by Sitala Prasada Tiwari, under the supervision of Professor Hall, as already mentioned.

Vitthala Sāstrī is re-writing the Chemical Section of the Synopsis, after reading it with his class. It will be very much improved, as well as enlarged. He has, of his own accord, condensed the whole of the topics into an ingenious set of memorial verses, which, to the eye of the native reader, will form an agreeable appendage to the treatise. He is also writing a separate treatise on the properties of the Air, confuting the current errors respecting its nature. He is a diligent student of the English "Reprints for the Pandits," which will be his class-books, when his pupils read English with him. Of these reprints, it may not be out of place here to give some account.

No. 1 of the "Reprints" contains Harris's "Dialogue on Art." This was selected as one of the best English specimens of the rigidly argumentative style to which the Pandits are themselves accustomed, and also with the view of explaining the precise relation of the three terms, Philosophy, Science and Art, on which subject an introduc-

tion was drawn up. Vitthala Sāstrī made a clever abstract in Sanscrit of Harris's argument.

No. 2 contains an abstract of the Section on Mechanics, from Arnot's Physics. This reprint is now being rendered into Sanscrit by Pandit Govind Deva, and is to be put into Hindee by one of Vitthala Sāstrī's pupils. The translations are made after a thorough discussion of each paragraph by the Pandits, in concert with the Principal. An abstract of the Section on Hydrostatics and Pneumatics, is in the Press; and the subsequent Section on Heat and Light, is ready for the Printer. The popular work of Arnot was chosen as the second of the Reprints, partly because Mr. Trésham wished to have it for his English Classes, and partly with the view of anticipating the likely allegation of the series being altogether metaphysical. It is designed to be not Metaphysical simply, but Encyclopedic.

No. 3 contains an abstract of John S. Mill's great work on "Logic, Ratiocinative, and Inductive," with some passages from Whewell, relative to the difference of opinion between these writers on the question of Induction. Throughout this reprint it has been sought to indicate the points of correspondence with the correspondent Hindoo theory, and to suggest the appropriate terminology for the treatment of such topics in the Indian dialects; but there is not so much of this as at all to unfit the reprint for serving as a text-book in the classes of the English Department of the Colleges, where any interest is felt in topics which have so far engrossed the attention of Bacon, Herschell, Mill, and Whewell: Vitthala Sāstrī will make particular use of this reprint.

No. 4 contains a view of Mental Philosophy from Locke down to Sir William Hamilton. The 1st volume commences with an aphoristic abstract of those of Locke's views, on which the debates of philosophers have since then turned. This is followed by Mr. Lewes's defence of Berkeley against the vulgar misconceptions to which Pope alluded, when he said,—"And Coxcombs vanquish Berkeley with a grin." Berkeley's inquiry is then given with a running commentary, indicating the correspondence of Berkeley's theory with much of the Hindoo Philosophy; and then a brief account is given of Hume's Sceptical Deduction from Berkeley's premises. The 2nd volume consists mainly of a condensed reprint of Dugald Stewart's "Elements of the Philosophy of the Human Mind," shorn of the sad disquisitions on Logic, which disfigure his work. The following is the advertisement to the volume, which it will be seen is not intended exclusively for the Pandit Classes. "This volume, though the second in a series, is complete in itself. It contains those portions of Stewart's Elements of the Philosophy of the Human Mind, which during a perusal of that work with a class in the Benares College, were noted as best adapted for our College classes. The leading propositions are printed in a larger type, in the form of Aphorisms. The perusal of these, along with the corresponding aphoristic abstracts of the opinions of Locke, Berkeley and Hume, reprint

ed in an appendix, may assist the student in recalling and methodizing his knowledge of the subject. Some references to analogous points in Hindoo speculation, have been interspersed, but these are not so numerous as in any way to unfit this reprint for being employed as a text-book in the purely English classes also of our Colleges, to which the cheapness and portability of the volume may recommend it. Where Mr. Stewart's definitions have been shown to be unsatisfactory, they have been corrected, chiefly by reference to the criticisms of the acute and profound Sir William Hamilton. Whilst employing his remarks as well as those of Archbishop Whately, to put the student on his guard against Mr. Stewart's misconception of the function of the Syllogism, occasion has been taken to vindicate the Hindoo theory from the unmerited censure which Sir W. Hamilton has brought against it in one of his discussions. The Appendices consist chiefly of extracts from works, to which a reference suggested itself during the perusal of Mr. Stewart's volume with the class."

No. 5, of which one fasciculus is printed, and a second one is nearly through the Press, is to consist of a new version of the Novum Organum, with a commentary, in which are collected illustrations from all suitable quarters that are accessible to the Principal. It is studied by the English Classes, as well as by the Pandits.

No. 6 is an abstract of Whately's Logic. The entire work is too voluminous for the College classes, and the Principals of the Agra and Delhie Colleges state that they would welcome an abstract of it, if prepared. It is now available at the moderate charge of one rupee two annas. It was the intention of the late Secretary to the Council of Education, to introduce it into the Colleges of Bengal.

No. 7 contains "Chapters on Political Economy," from Whately and DeQuincey. All that in these works is exclusively of interest to people in England, has been omitted. This reprint is in the press. As an introduction to the study of Political Economy, nothing is more delightful and instructive than the lectures of Whately; and DeQuincey on Prices is as amusing as any novel. The reprint is of course not designed solely for the Pandits.

No. 8 contains an abstract of Whately's "Rhetoric."

No. 9 will contain Lectures on Chemistry. It is passing through the Press; but it is read, as the sheets come out, both by the Senior English class and by Vitthala Sastri. The first volume consists of an abridged reprint of the "Lectures on the four so-called Ancient Elements," delivered by Mr. Griffiths before Queen Victoria, and of Dr. Faraday's recent Lectures "On the Non-metallic Elements." The book will thus contain two popular courses of lectures, well suited for delivery in our Colleges with experimental illustrations.

It will be seen, that by means of this series of reprints, the Pandits are provided, at a small cost, with the most useful portions of a set

of very large and expensive, and rather cumbrous books. All that is most valuable in the course, will gradually be put into Sanscrit,—not crude and hasty,—but, to use Professor Wilson's expression, which will "bear scrutiny," and out of this will emerge, in due time, what otherwise would be looked for in vain, vernacular works of solid and enduring value, as well as teachers thoroughly qualified to teach them. So desirable a result indeed is not to be attained hastily, and it would be vain to seek to vindicate the wisdom of such proceedings, to any who are forward to condemn the agriculturist, if the rich and ripe harvest do not follow close upon the first insertion of the plough.

Venkatram Sastri, while teaching the Synopsis of Science, has employed some of his leisure in rendering it into Telugu for the benefit of his fellow-countrymen of the Madras Presidency. It is designed to have it rendered also into Bengali, as well as into Maharatta, for the use of the Bombay Schools. Venkatram's pupils have read with him, in English and Sanscrit, several of Dr. Ballantyne's translations of the philosophical systems, partly with a view to the verification or correction of the English version.

Govind Deva, a nephew of Bapu Deva, and one of his most advanced pupils, and with whose intelligence the Lieutenant-Governor appeared much struck when he recently visited the College, is at present engaged, in concert with Vitthala Sastri and the Principal, in rendering Arnot's Physics into Sanscrit and Hindi.

List of Scholarships proposed for the year 1854, *in the Sanscrit Department of the Benares College.*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarship.*	*Amount.*
	SENIOR.				
1	Dhaniráma Upádhyáya, ...	19	November 1851	Senior,	15 0 0
	Suvansá Chaube, ..	21	February 1845	Ditto,	15 0 0
	Ganesá Sástri, ...	18	May 1851	Ditto,	11 0 0
	Viswananátha Dubé,	16	February 1848	Ditto,	11 0 0
5	Náráyana Datta Pantha, ...	22	August 1846	Ditto,	9 0 0
	JUNIOR.				
	Chhotaráma Tiwári,	16	March 1850	Junior,	7 0 0
	Venisánkra Vyása, ..	16	April 1847	Ditto,	7 0 0
	Bháiráma Misra, ..	16	May 1845	Ditto,	7 0 0
	Sivanáráyana Trivede,*	15	March 1845	Ditto,	7 0 0
10	Gayadatta Pande,† ..	16	April 1851	Ditto,	7 0 0
				Co.'s Rs. ..	96 0 0

* Succeeds Kalicharana Pandé, who superannuates his Scholarships.

† Supplants Nrisinha Sastri, who forfeits his Scholarships by four months' unauthorized absence.

List of Scholarships proposed for the year 1854, in the Anglo-Sanscrit Department of the Benares College.

No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.
			1st Division.	Anglo-Sanscrit Scholarships.	
1	Rāmanārayana, ..	33	September 1840	„	16 0 0
	Balakrishna Sāstrī, ..	28	February 1845	„	16 0 0
	Gobindadeva Sāstrī,	20	March 1849	„	16 0 0
	Pandit Jaganatha Pandé, ...	28	September 1843	„	15 0 0
5	Pandit Thakuradatta Misra, ...	26	February 1847	„	10 0 0
			2nd Division.	Anglo-Sanscrit Scholarships.	
	Pandit Sitalaprasada Tewari, ..	24	January 1842	„	16 0 0
	Pundit Jagannatha Sukula, ...	27	March 1843	„	12 0 0
	Pandit Vishundatta Sukula, ...	21	November 1849	„	8 0 0
	Pandit Kashinatha Dubé, ...	23	July 1842	„	6 0 0
10	Pandit Shyama Tewari, ...	23	January 1842	„	5 0 0
11	Pandit Rama Chundra Tewari,* ..	16	November 1851	„	5 0 0
				Co.'s Rs.† ..	125 0 0

* Pandit Rama Chundra Tewari supplants Ramadina Purohita, who forfeits his Scholarship by incurable indifference to his studies.

† Some re-distribution of these stipends has been made, but the sum total falls within the amount sanctioned for the Class in 1852.

In reply to the Committee's report, the Lieutenant-Governor observed, that the number of students learning English had somewhat decreased during the year, but His Honor did not doubt that there would soon be a sensible increase in this Department of the Institution. In regard to the Fee Fund, which in the year under review yielded Rs. 832, the Lieutenant-Governor requested to be furnished with a report regarding the mode in which it had been appropriated during the last three years, with a classified abstract statement of the sums expended.

The Scholarships proposed by the Committee were sanctioned according to the subjoined detail :—

Department.	*No.*	*Amount.*	*Total.*
English, ...	10	152 0 0	
Ghosal Scholarship, ...		16 10 6	
Arabic and Persian.	12	75 0 0	
Anglo-Sanscrit, ...	11	125 0 0	
Sanscrit, ...	10	96 0 0	464 10 6

The Lieutenant-Governor gathered from the report, that no *entrance* Fees were demanded in the Benares College. His Honor was of opinion that, in accordance with the practice established in other Colleges, a fee upon entrance, which is found to be a most useful aid towards enforcing regularity of attendance, should be invariably required. After unauthorized absence from the College, for any period above a few days, the entrance fee should be again demanded, as the penalty of irregularity, over and above any other punishment which may be suitable to the case.

The Lieutenant-Governor likewise remarked that no higher rate of monthly fee was charged than one Rupee; elsewhere the charge rises with the means of the parents, as high as Rs. 5. The Committee were requested to revise and fix upon a somewhat higher scale, their table of fees, and to report the result for His Honor's information.

The Lieutenant-Governor observed, with much interest and satisfaction, the progress of the Sanscrit and Anglo-Sanscrit classes. He looked forward to results of the greatest importance from the training of the most forward and capable among the Sanscrit students, in English Literature and Science, and he deeply appreciated the advantages to be expected from the valuable and extensive contribution towards that object, which had been provided through the various and accurate learning, and the well-directed assiduity, of the Principal, on the series of Reprints for the Pandits, and other similar publications.

The Lieutenant-Governor requested that he might be furnished with a report of the degree in which the measures that were sanctioned by him, when at Benares, for training the students in the knowledge of official writing and language, in Surveying, and also in the habit of good and correct penmanship, were in practical operation, and with what beneficial result. His Honor remarked that neatness and clearness, with ease, both in the English and Vernacular writing by the students, should strictly be insisted on.

Detailed Statement of Receipts and Disbursements of the Benares College, during the official year 1853-54.

Detail of Receipts.	*Amount.*	*Amount.*	*Detail of Disbursements.*	*Amount.*	*Amount.*
Separate Fund, ... Sa. Rs., 1,55,000 0 0	26,087 15 0		Salary of Principal, ...	7,200 0 0	
Assignment from Parliamentary Grant, ...	0 0 0		Ditto of English Teachers, ...	13,187 1 6	
Ditto from Additional Grant, ...	16,308 0 4		Ditto of Oriental ditto, ...	17,952 0 0	
		42,395 15 4	Ditto of Librarian, ...	960 0 0	
Refunded charges, ...	3,748 1 6		Ditto of Establishment, ...	1,464 0 0	
Scholarship allowance, sanctioned by Govt., ..	5,320 0 0		Scholarships given in the English Department, ...	1,824 0 0	40,763 1 6
Prize allowance, ditto ditto, ...	150 0 0		Ditto ditto Oriental ditto, ...	3,496 0 0	
Special Grants by Government, ...	6,038 10 9		Prizes given in the English Department, ... } Ditto ditto Oriental Ditto, ... }	522 0 0	
Discount, ...	0 0 0		Medals bestowed, ...	0 0 0	
Miscellaneous, ...	372 0 0		Credit in the books of the Collector for vacant Scholarships, ... }	236 0 0	
Balance of last year, ...	18 11 6		Ditto ditto ditto for vacant appointments, or Officers on leave, ... }	3,512 1 6	
Aggregate Receipts as per Statement annexed,	8,380 5 8	24,027 12 8	Supernumerary Masters, ...	352 14 6	
			Disbursements under Special Government Grants, ..	6,038 10 0	
			Miscellaneous expenses, as per Statement annexed,	1,421 4 4	17,412 14 4
			Balance in hand, 30th April 1854, ...	.. .. ..	*6,959 1 4
			Total Disbursements, Rs.	.. .. ..	65,135 1 2
			* Two Government Promissory Notes, .. 6,800 0 0		
Total Receipts, Rs. ..	.. .. ..	66,423 12 0	Cash, .. 159 1 4		

Dr. ... { *Account of Receipts and Disbursements of the Separate Funds at the disposal of the Benares College, during the official year* 1853-54. } ...Cr.

	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.
Balance of last year, ...	18 11 6		Books purchased,...	71 2 0	
Fines and Forfeitures, ...	0 8 0		Stationery, ...	229 11 0	
Books sold, ...	131 5 0		Postage,...	54 5 2	
Discount, ...	0 0 0		Furniture, ...	128 15 0	
Admission Fees, ...	46 0 0		Repairs,...	0 0 0	
Monthly Fees, ...	872 0 0		Appropriation from Special Funds, viz.		
Special aid granted by Government, ...	54 5 2				
		1,122 13 8	Qurban Ali, for Ghosal Scholarship, ...	200 0 0	
Special Fund, ...	0 0 0		Books,...	135 8 0	
Promissory Note, 4 per cent., ...	5,000 0 0		Apparatus,...	47 0 0	
Annual Interest on ditto, ...	200 0 0		Furnitures,...	35 0 0	
Promissory Note, 4 per cent., ...	1,800 0 0		Printing 4,000 Labels for the Library,... ...	40 0 0	
Interest on ditto, ...	127 8 0		Miscellaneous, ...	479 11 2	
Venkatacharya's legacy for books, ...	130 0 0				1,421 4 4
		7,257 8 0	Balance, 2 Company's Papers, ...	6,800 0 0	
			Cash, ...	159 1 4	
					6,959 1 4
Total Receipts, Rs. ...	... ...	8,380 5 8	Rupees, ...	... ...	8,380 5 8

MEMORANDUM.

"Special Fund."

1 Government 4 per cent. Promissory Note, No. 8138 of 1842-43, in deposit at the hands of the Secretary Local Committee Public Instruction, Benares, as an assignment by Rajah Suttcharn Ghosal Bahadur, for Vernacular Scholarships; the interest is distributed to the 1st Oordoo Prize men, under the sanction of Government, ...	5,000 0 0
1 Government 4 per cent. Promissory Note, No. 994 of 1854-55, (originally 5 per cent.) purchased with the sum received from the Secretary Local Committee Public Instruction, at Ghazeepore, on the abolition of the Government School at that station, for the benefit of such of the residents of Ghazeepore, as may come to study in the Benares College, and may be entitled to a Scholarship, ...	1,800 0 0
Total, Co.'s Rs. ...	6,800 0 0

BAREILLY COLLEGE.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION, ON THE 31ST DECEMBER 1853.

Names.	*Official Designation.*
R. K. Dick, Esq., ...	Commissioner.
F. Williams, Esq., ...	Magistrate and Collector.
Captain W. Jones, ...	Superintendent of Embankments.
H. S. Reid, Esq., ...	Visitor General of Schools.
Dr. J. M. Hay, M. D., ...	Civil Surgeon.
H. Berkeley, Esq.	
Vincent Tregear, Esq., ...	Secretary to the Local Committee.

Establishment of the Bareilly College, on the 31st December 1853.

Names.	*Designation.*	*Amount of Salary.*	*Date of Appointment.*
V. Tregear, Esq., ..	Principal, ...	600 0 0	13th August 1851.
Mr. H. Templeton, ..	Offg. Head Master, ..	250 0 0	Ditto ditto.
Mr. E. Blackwell, ..	Master, ...	200 0 0	Ditto ditto.
Mr. C. Gill, ...	Ditto, ...	150 0 0	Ditto ditto.
Mr. V. Ingels, ...	Supernumerary, ..	150 0 0	Ditto ditto.
Luchmun Pershad, ..	Master, ...	100 0 0	Ditto ditto.
(Vacant,)	Ditto, ...	50 0 0	
Zoolficar Ali, ...	Offg. Persian Teacher,	50 0 0	Ditto ditto.
Kootub Shah, ...	Ditto ditto, ...	20 0 0	Ditto ditto.
Juwad Ali, ...	Vernacular Ditto, ..	40 0 0	Ditto ditto.
Jeesookh Roy, ...	Ditto ditto, ...	20 0 0	Ditto ditto.
Ishri Pershad, ...	Ditto Librarian, ..	10 0 0	Ditto ditto.
	Amount sanctioned for Scholarships,	200 0 0	Ditto ditto.
	Peon, ...	4 0 0	22nd Feby. 1841.
	Duftri, ...	4 0 0	15th Ditto 1843.
	2nd Ditto, ...	4 0 0	Ditto ditto.
	Durwan, ...	4 0 0	22nd Ditto 1841.
	Bearer, ...	4 0 0	Ditto ditto.
	Sweeper, ...	4 0 0	[illegible]o ditto.
	Total, Rs. ..	1,864 0 0	

Abstract of Students on the Rolls of the Bareilly College, on the 31st December 1853.

Department.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
English, ...	1	28	146	0	175
Oriental, ...	0	46	62	0	108
Total, ..	1	74	208	0	283

The number of students on the Rolls, at the close of the year, was 283, less by 10 than that at the end of the previous year. This diminution may be attributed to the fact of a number of students having obtained employment during the year, as shown elsewhere. The ratio of Hindoos to Mussulmans is as 6 to 1 in the English Department, and as 45 to 46 in the Persian Department.

Detail of Studies pursued in the Bareilly College, during the year 1853.

Number of Students Studying.

English.				*Oordoo.*			*Hindee.*					
Only.	With Oordoo only.	With Oordoo, and Persian or Arabic.	With Hindee or Sanscrit.	Only.	With Persian or Arabic.	With Hindee or Sanscrit.	Only.	With Sanscrit.	With Persian or Arabic.	Persian.	Arabic.	S[illegible]
0	175	0	0	0	91	0	0	17	0	0	0	0

Every class devotes a portion of time to the Vernacular; the time so occupied varies in each class; in the lowest it is three hours, as the students, on entering the College, are too young to know much even of their own language, and have, therefore, generally to receive

elementary instruction in it as well as in English. With the increased facilities afforded by the Tuhseelee Schools, it will soon be feasible to make admission to the English Department conditional on a knowledge of, at least, the elements of Oordoo, but hitherto it has been thought inexpedient to impose any such restrictions.

Detail of Fees realized in the year 1853, *in the Bareilly College.*

Free Students.	Monthly Tuition Fees. — Number of Students who pay, each, Rs. 5	As. 0	Rs. 0	As. 0	Rs. 1	As. 0	Rs. 0	As. 4	Rs. 0	As. 3	Rs. 0	As. 2	Entrance Fees. — No.	Amount.
0	0		0		1		261		12		10		117	117 0 0

Monthly Detail of Entrance and Tuition Fees.

Month.	Amount realized. — Entrance Fees.	Tuition Fees.	Month.	Amount realized. — Entrance Fees.	Tuition Fees.
			Brought over,	42 0 0	339 3 0
January, ..	4 0 0	0 0 0	July, ..	25 0 0	65 3 0
February, ..	11 0 0	67 7 0	August, ..	15 0 0	69 14 0
March, ..	9 0 0	68 4 0	September, ..	17 0 0	71 5 0
April, ..	5 0 0	68 6 0	October, ..	8 0 0	72 4 0
May, ..	8 0 0	68 10 0	November, ..	5 0 0	70 4 0
June, ..	5 0 0	66 8 0	December, ..	5 0 0	69 12 0
Total, ..	42 0 0	339 3 0	Total, ..	117 0 0	757 13 0

Every student pays the monthly fee, but in the case of Scholarship-holders this payment is, of course, merely nominal. Those paying 3 or 2 annas, are one of two or more brothers, such indulgence having been allowed when the payment system was introduced, but with a proviso that it should extend only to those then in the College.

The amount of entrance fees for the year is Rs. 117, and of tuition fees Rs. 757-13-0; the former Rs. 14 more, and the latter Rs. 1-13-0 less than in the previous year.

Statement of Admissions, Withdrawals, &c. during 1853, *in the Bareilly College.*

Particulars.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total
Number on the Rolls at the commencement of the Session, ...	5	76	209	3	293
Ditto of new admissions, ..	1	25	69	0	95
Ditto of re-admissions, ..	1	0	16	0	17
Ditto of withdrawals, ..	6	27	87	0	120
Ditto of expulsions, ...	0	0	1	0	1
Ditto of death or protracted sickness, ...	0	0	1	0	1
Ditto on Rolls at the end of the Session, ...	1	74	205	3	283
Daily average attendance, ..	0	0	0	0	270

From the above return it will be seen, that the number of admissions and re-admissions was, together, 112, and the withdrawals, exclusive of those who obtained employment, 108.

Statement of Attendance during 1853, *in the Bareilly College.*

Average number on the Rolls, ...	288
Average attendance, ...	270
Proportion per cent. of attendance to the average number on the Rolls,	93·7

The average attendance was 93·7 per cent., or 0·3 less than that of the previous year.

Comparative Statement of Attendance, Fees, and average cost of Education, in the years 1852 *and* 1853, *in the Bareilly College.*

Year.	*Number of Students.*	*Per-centage of average attendance.*	*Entrance and monthly fees realized.*	*Total expenditure.*	*Cost per student.*
1852, ...	296	94	852 4 9	22294 1 4	75 5 1
1853, ...	288	93·7	874 13 0	22453 11 0	77 15 5

The cost per student per annum for the past year was nearly 78 rupees, which sum includes every item of expenditure without exception.

List of Students who came from a distance to be educated in the Bareilly College, during 1853.

No.	*Name.*	*Class.*	*Place of Abode.*
1	Tej Rao, ...	5th English,	Bullea.
2	Shibdial, ...	Ditto,	Shahjehanpore.
3	Dabi Sahae, ...	6th Ditto,	Bullea.
4	Sham Singh, ...	Ditto,	Moradabad.
5	Laikh Raj, ...	Ditto,	Oude.
6	Leela Dhur, ...	Ditto,	Suhuswan.

Only 6 students came from a distance for education at this College during 1853; most of them were sons either of Sepoys of the Regiments cantoned at Bareilly, or of persons residing temporarily in the town.

List of Students belonging to the Bareilly College, who obtained employment during the year 1853.

No.	*Name.*	*Class.*	*Nature of Employment.*	*Salary.*
				Rs. A. P.
1	Soondur Lall, ...	1st English,	Road Overseer, ...	35 0 0
2	Salig Ram, ...	Ditto,	Ditto ditto, ...	35 0 0
3	Chumput Rae, ..	Ditto,	Ditto ditto, ...	35 0 0
4	Sunt Lall, ...	Ditto,	Ditto ditto, ...	35 0 0
5	Mava Ram, ...	Ditto,	Ditto ditto, ...	35 0 0
6	Sree Gopal, ...	Ditto,	Ditto ditto, ...	35 0 0
7	Mohun Lall, ...	Ditto,	Ditto ditto, ...	35 0 0
8	Thakoor Dass, ...	Ditto,	Ditto ditto, ...	35 0 0
9	Dabee Dass, ...	2nd Ditto,	Mr. Maclean's Factory, ..	10 0 0
10	Meherban Ali, ..	Ditto,	Ditto ditto, ...	10 0 0
11	Dabee Purshad, ..	4th Ditto,	Post Office Writer, ...	20 0 0
12	Nirotum Singh, ..	1st Persian,	Nazir, Civil Court, ...	10 0 0

Twelve students obtained employment during the year: eight as Sub-Overseers on the Grand Trunk Road, on salaries of 35 rupees a month. The qualifications required, were, a good knowledge of Arithmetic, and ability to read and write, both English and Oordoo, correctly and fluently.

List of Scholarships proposed for the year 1854, *in the English Department of the Bareilly College.*

No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.
1	Soondur Lall, ..	16	Nov. 1846,	.. .. ..	15 0 0
2	Hait Ram, ...	20	March 1847,	.. .. ..	12 0 0
3	Suda Nand, ..	19	July 1847,	.. .. ..	12 0 0
4	Ram Narain, ..	17	July 1847,	.. .. ..	8 0 0
5	Hazaree Lall, ..	18	March 1845,	.. .. ..	8 0 0
6	Ghasee Ram, ..	18	Sept. 1846,	.. .. ..	8 0 0
7	Narain Dass, ..	20	April 1846,	.. .. ..	4 0 0
8	Ajudhia Purshad,	18½	May 1848,	.. .. ..	4 0 0
9	Ramdial, ...	18½	July 1849,	.. .. ..	4 0 0
10	Lukhput Rae, ..	16½	Nov. 1846,	.. .. ..	4 0 0
11	Khialee Ram, ..	19½	August 1850,	.. .. ..	4 0 0
12	Buldeo Purshad, ..	16	May 1848,	.. .. ..	4 0 0
13	Kylas Chunder, ..	18	May 1851,	.. .. ..	4 0 0
14	Hursahae, ...	18-10	Nov. 1847,	.. .. ..	3 0 0
				Total, Rs.	94 0 0

List of Scholarships proposed for the year 1854, *in the Oriental Department of the Bareilly College.*

No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.
1	Jumeel-ooddeen, ..	21-10	March 1846,	.. .. ..	15 0 0
2	Gopal Pershad, ..	20	March 1846,	.. .. ..	15 0 0
3	Fukhr-ooddeen, ..	21½	March 1846,	.. .. ..	10 0 0
4	Mohumed Hussen,	20½	March 1846,	.. .. ..	10 0 0
5	Moorleedhur, ..	21½	June 1847,	.. .. ..	10 0 0
6	Agha Ali, ..	21	April 1946,	.. .. ..	8 0 0
7	Isree Pershad, ..	21½	Sept. 1848,	.. .. ..	6 0 0
8	Mehdee Ali, ..	20	March 1846,	.. .. ..	5 0 0
9	Salig Ram, ..	21-11	July 1848,	.. .. ..	4 0 0
10	Usghur Ali, ..	18	June 1846,	.. .. ..	4 0 0
11	Shadee Lall, ..	17¼	October 1848,	.. .. ..	4 0 0
12	Sulcemoollah Khan,	16-11	Sept. 1849,	.. .. ..	4 0 0
13	Pearee Lall, ..	17-10	May 1842,	.. .. ..	4 0 0
14	Dabee Sahae, ..	17-10	Dec. 1850,	.. .. ..	4 0 0
15	Ramjee Mull, ..	19-7	October 1851,	.. .. ..	3 0 0
				Total, Rs. ..	106 0 0

The Scholarships proposed were, with one or two exceptions only, held as they were last year. All the scholars of the Senior Persian Class, have gone to the Roorkee College as non-stipendiaries.

The following is the substance of the Principal's report:—

Hindee and Sanscrit Class.—This class consisted of 17 students, but their ages and qualifications were so various, that it was not possible to make a good class of them. They were examined in Reading, Arithmetic, and Geography, by the Principal himself, who thought favorably of the progress of several of them.

3rd Persian Class.—44 boys of the second Section of this class, were examined in Oordoo by Moonshee Luchmun Pershad. The 1st Section of nine boys, acquitted itself creditably; in Geography 3, and in Arithmetic 4, obtained full marks, and 7, of the 9, gained two-thirds, or more, of the total number.

The 2nd Section consisted chiefly of those who joined the College during the year, and were, therefore, backward in everything but reading and explanation, in which they acquitted themselves very well; those who were of longest standing, passed a good examination in Geography also.

2nd Persian Class.—This class was examined in Persian and Oordoo by the Head Moulvie, who reported favorably of it. In Algebra the majority were backward, excepting Ishree Pershad, Usghur Ali, Shadee Lall, and Mehdee Ali, who answered very well, particularly the first, who is really a clever lad. In the 2nd Division, Pearee Lall was very good in Algebra, but the remainder did not pass a favorable examination.

1st Persian Class.—The Arabic papers of this class were very carefully examined by Moulvie Enaet Ali, Sudder Ameen of Bareilly, who reported favorably of them generally. The Mathematical papers were sent to Roorkee, whence the questions were received, and the answers were valued by the officer who drew up the questions. The highest numbers obtained, were, Gopal Pershad 351, Agha Allee 344, and Mahomed Hussun 288, the full marks being 455. The Historical questions put to this class, were received from Government for the 1st English Class; the Principal himself examined these papers, and thought them very fair.

The whole of the students of this class have joined the Roorkee College; three have been admitted as Scholarship-holders; the others have Scholarships in the Bareilly College, and have not, therefore, competed for the vacancies at Roorkee.

ENGLISH DEPARTMENT.

The 8th, 7th and 6th Classes were examined by the Head Master, who reported favorably of the progress of the boys.

The 5th and 4th Classes, which were examined by two of the teachers of the College, acquitted themselves equally well. In Oordoo, most of the students read and wrote with tolerable accuracy, but their progress in this respect was not so satisfactory as could have been desired.

The 3rd Class was examined in Literature by Mr. Blackwell, who reported favorably of it. The Head Master examined them in Translation, Geometry, Arithmetic, and Geography; the first was done fairly, the second study was begun by part of the class in February, and by the remainder in September, and their acquirements were consequently inconsiderable.

The 2nd Class was examined by the Head Master in Literature, Grammar, Arithmetic, and Geography; the results in these respects were generally favorable. The examination in Geometry and Algebra was satisfactory. In Oordoo the boys explained with facility the meaning of the passages they read, but were wanting in a knowledge of the proper pronunciation and spelling of the Arabic and Persian words generally used.

The following numbers were obtained for the Mathematical papers of the first class.—

Soondur Lall, -- -- -- --	281
Hazaree Lall, -- -- -- --	214
Narain Doss, -- -- -- --	184

The total number was 375.

The Historical and Poetical papers were examined by Dr. Hay, who reported favorably of them.

The best papers in Political Economy were Hazaree Lall's, Hait Ram's, and Suda Nund's.

No changes of any importance have taken place in the College during the year.

The following observations were made by the Hon'ble the Lieutenant-Governor, in reply to the above report:—

His Honor remarked, that though the number of students had slightly decreased during the year, the sum realized as entrance and monthly fees, had advanced from Rs. 852 to Rs. 874, and it was satisfactory to observe that there was no free student in the Rolls of the College.

The Lieutenant-Governor was also gratified by observing that so many as 12 of the students obtained suitable employment during the past year, eight of the students of the English Department having been

appointed to be Road Overseers, on a salary of Rs. 35 a month. His Honor trusted that the College would soon make a further marked advance in the standard of the attainments required from its pupils. When a thorough command of the English language is combined with an accurate knowledge of the vernacular in the highest class, the Lieutenant-Governor did not doubt that a yet higher and wider range of situations would be open to the students, by the intelligent performance of their duties, in which they will reflect credit on the Institution in which they were trained.

The Lieutenant-Governor observed that there were 17 pupils studying Hindee and Sanscrit only: His Honor was of opinion that it should be a rule in the Bareilly College, that English should be an indispensable branch of study for all the pupils. His Honor remarked that the mere elementary instruction in Oordoo, ought, as soon as possible, to be discontinued in the College, and the habitual union of correct and idiomatic translation, with the reading in the English Classes, ought to be specially insisted on, as has been frequently enjoined in the recent orders issued on this point by the Government.

The result of the examination of the 1st Persian Class appeared to His Honor, upon the whole, to be satisfactory.

The Scholarships proposed by the Committee were sanctioned as below:—

	No.	*Amount.*
English Department, ...	14	94
Oriental Ditto, ...	15	106
	29	200

Detailed Statement of Receipts and Disbursements of the Bareilly College, during the official year 1853-54.

Detail of Receipts.	*Amount.*	*Amount.*	*Detail of Disbursements.*	*Amount.*	*Amount.*
	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.
Separate Fund, ...		19,797 3 4	Salary of Principal, ...	7,200 0 0	
Assignment from Parliamentary grant, ...	0 0 0		Ditto of English Teachers, ...	5,850 0 0	
Ditto from additional grant, ...	0 0 0		Ditto of Oriental ditto, ...	1,587 6 9	
Refunded Charges, ...	0 0 0		Ditto of Librarian, ...	120 0 0	
Scholarship allowance sanctioned by Government, ...	2,400 0 0		Ditto of Establishment, ...	288 0 0	
Prize allowance ditto ditto, ...	96 0 0		Scholarships given in the English Department,	926 0 0	
			Ditto ditto Oriental ditto, ...	1,332 0 0	
Special grants by Government, ...	0 0 0	2,496 0 0	Prizes given in the English Department, ... Ditto ditto Oriental ditto, ...	96 0 0	
Discount, ...	0 0 0		Medals bestowed, ...	0 0 0	
Miscellaneous, ...	0 0 0		Credit in the books of the Collector for vacant Scholarships, ...	142 0 0	
Balance of last year, ...		3,491 10 1	Ditto ditto ditto for vacant appointments, or officers on leave, ...	750 0 0	
Aggregate Receipts, as per Statement annexed,		1,212 13 9	Supernumerary Masters, ...	4,001 12 7	
Error, ...		0 0 3	Disbursements under Special Government grants, ...	0 0 0	
			Miscellaneous expenses, as per Statement annexed, ...	934 2 1	23,227 5 5
			Balance of error in account current,...		1,586 15 8
			Balance in hand, 30th April 1854, ...	... ...	2,183 6 4
Total Receipts, Rupees ...	... ...	26,997 11 5	Total Disbursements, Rupees ...	... ...	26,997 1 15

Dr. --{ *Account of Receipts and Disbursements of the Separate Funds at the disposal of the Local Committee of Public Instruction, Bareilly, during the official year* 1853-54. }--Cr.

	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.
Balance of last year, ...	... ...	3,491 10 1	Books purchased, ...	61 8 6	
Fines and forfeitures, ...	70 14 3		Stationery, ...	15 0 0	
Books sold, ...	60 10 0		Postage, ...	55 3 6	
Discount, ...	0 0 0		Furniture, ...	52 6 7	
Admission fees, ...	139 0 0		Repairs, ...	0 0 0	
Monthly fees, ...	764 2 0		Special Funds, (appropriated from)	175 15 6	
Special aid granted by Government, ...	175 15 6				
Special Fund, ...	0 0 0		Miscellaneous, ...	574 0 0	
Tree sold, ...	2 4 0				934 2 1
		1,212 13 9	* Balance of error in account current, ...	... ...	1,586 15 8
Error, ...	... ...	0 0 3	Balance, ...	... ...	2,183 6 4
Total Receipts, Rupees	... ...	4,704 8 1	Rupees	... ...	4,704 8 1

* As per Accountant's letter No. 5093, dated 22nd September 1853.

SAUGOR SCHOOL.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION, ON THE 31ST DECEMBER 1853.

Names.	*Official Designation.*
Lieutenant H. Montgomery, ..	Deputy Commissioner, 1st Class.
Lieutenant G. Browne, ..	Deputy Commissioner, and Secretary Local Committee of Public Instruction.
Moulvie Mahomed Hadi Ali, ..	Offg. Sudder Ameen.
Rao Anunt Rao Bhya Sahib, ..	Theekadar of Jysingnuggur, and Honorary Member.

Establishment of the Saugor School, on the 31st December 1853.

Name.	*Designation.*	*Amount of Salary.*	*Date of Appointment.*
	ENGLISH DEPARTMENT.		
Mr. James Rae, ..	Head Master, ...	300 0 0	12th June 1837.
(Vacant,)	Ditto, (personal,) ..	*200 0 0	
Khooman Singh acting on probation,	Assistant Teacher, ..	† 20 0 0	10th Decr. 1853.
Joseph Hopson and Beharee Lall, ..	Joint Librarians, ..	10 0 0	10th Decr. 1853.
	HINDEE DEPARTMENT.		
Beharee Lall Purohit,	Teacher, ...	25 0 0	15th March 1842.
(Vacant,) Maharaj Singh, *Acting*, ..	Ditto, ...	‡ 20 0 0	10th Sept. 1853.
Bholai, ...	Ditto, ...	15 0 0	15th March 1842.
Duryao Singh, *Acting*,	Ditto, ...	15 0 0	18th March 1850.
Girdharee Lall, *Acting*,	Ditto, ...	15 0 0	1st Jany. 1851.
Rughnath, *Acting*, ..	Assistant Ditto, ..	5 0 0	10th Sept. 1853.
Kanhya Lall, ...	Monitor, ...	2 8 0	16th Nov. 1846.
	OORDOO DEPARTMENT.		
Gholam Russool, ..	Moulvie, ...	§35 0 0	27th Oct. 1843.
Abdool Salam, ...	Ditto, ...	50 0 0	1st March 1847.
Bhowany Pershad, ..	Persian Teacher, ..	† 8 0 0	9th May 1853.
Keerat Singh, ...	Assistant Teacher, ..	† 5 0 0	1st June 1853.
Furzund Ali, ...	Ditto, ...	† 5 0 0	1st June 1853.
Purmanund, ...	Monitor, ...	2 8 0	17th Jany. 1853.
Alla-ood-deen, ...	Ditto, ...	† 2 8 0	14th May 1853.
Servants, ...	1st Bearer, ...	4 0 0	15th March 1842.
	2nd Bearer, ...	3 0 0	15th March 1842.
	Bhistee, ...	3 0 0	15th March 1842.
	Sweeper, ...	2 0 0	15th March 1842.

* The sanctioned salary for 2nd Mastership is Rs. 80 per mensem.
† Paid from Tuition Fees.
‡ The present Acting Teacher receiving only Rs. 10.
§ Authorized pay Rs. 25, additional Rs. 10, from the Tuition Fees.

Abstract of Students on the Rolls of the Saugor School, on the 31st December 1853.

Department.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
English Department, ..	26	4	42	0	72
Hindee Department, ..	0	4	108	0	112
Oordoo Department, ..	0	34	66	0	100
Total, ..	26	42	216	0	284

The above return shows an increase of 27 in the number of students compared with that of 1852; viz. 5 in the English Department, and 22 in the Hindee, a decrease of one only being shown in the Oordoo Department. This may be regarded as proof of the estimation in which the Institution is held; inasmuch as the Return shows a slight increase, notwithstanding that more than the average number of students have, during 1853, quitted the school for various reasons.

Detail of Studies pursued in the Saugor School, on the 31st December 1853.

Number of Students Studying.

English.				*Oordoo.*			*Hindee.*					
Only.	With Oordoo only.	With Oordoo and Persian, or Arabic.	With Hindee or Sanscrit.	Only.	With Persian or Arabic.	With Hindee or Sanscrit.	Only.	With Sanscrit.	With Persian or Arabic.	Persian.	Arabic.	Sanscrit.
0	37	19	16	45	55	61	112	0	0	55	0	0

Detail of Fees realized in the year 1853, in the Saugor School.

Free Students.	Monthly Tuition Fees.												Entrance Fees.			
	Number of Students who pay, each,												*No.*	*Amount.*		
	Rs. 5	As. 0	Rs. 0	As. 0	Rs. 0	As. 0	Rs. 0	As. 8	Rs. 0	As. 6	Rs. 0	As. 2				
120	0		0		0		65		54		45		176	86	12	0

Monthly Detail of Entrance and Tuition Fees.

Month.	Amount realized.				Month.	Amount realized.			
	Entrance Fees.		Tuition Fees.			Entrance Fees.		Tuition Fees.	
					Brought over,	55 8 0		292 3 0	
January, ..	17 4 0		43 12 0		July, ...	10 0 0		60 6 0	
February, ..	8 4 0		47 9 0		August, ..	5 12 0		65 0 0	
March, ...	12 0 0		49 0 0		September, ..	1 12 0		64 6 0	
April, ...	5 12 0		48 0 0		October, ..	5 4 0		61 12 0	
May, ...	5 0 0		47 0 0		November, ..	3 0 0		58 6 0	
June, ...	7 4 0		56 14 0		December, ..	5 8 0		57 0 0	
Total, ..	55 8 0		292 3 0		Total, ..	86 12 0		659 1 0	

The amount realized by entrance and tuition fees during the last twelve-month, shows an increase of Rs. 144-15-0, caused by the introduction of a scale of monthly tuition fees throughout the Oordoo Department. The system has worked well; and though the fees are of trifling amount, yet they are found sufficient for the purpose required. An entrance fee is exacted in all the Departments; but in the Hindee Department, no monthly payment has hitherto been required, as a large proportion of the students, through inability to pay, would probably have left the School.

Statement of Admissions, Withdrawals, &c. during 1853, *in the Saugor School.*

Particulars.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
Number on the Rolls, at the commencement of the Session, ...	19	36	203	0	258
Ditto of new admissions, ..	13	20	99	0	132
Ditto of re-admissions, ...	3	9	32	0	44
Ditto of withdrawals, ...	7	6	30	0	43
Ditto of expulsions, ...	2	17	86	0	105
Ditto of death or protracted sickness, ...	0	0	2	0	2
Ditto on Rolls, at the end of the Session, ...	26	42	216	0	284
Daily average attendance, ..	20·10	30·40	181·74	0	232·24

The number of boys entered under the head "Expulsion" is 105. The cause has invariably been, continued absence without leave, and, agreeably to the rules in force, they have been struck off.

Statement of Attendance during 1853, *in the Saugor School.*

Average number on the Rolls,..	278·08
Average attendance,..	232·24
Proportion per cent. of attendance to the average number on the Rolls,	83·51

Much has been done to render the attendance as regular as possible, by the imposition of a fine for absence, and by limiting to the utmost, the leave of absence required for marriages, &c.; for feasts, leave is granted, in accordance with the scale annually published for the Government Offices.

Comparative Statement of Attendance, Fees, and average cost of Education, in the years 1852 *and* 1853, *in the Saugor School.*

Year.	*Number of Students.*	*Per-centage of average attendance.*	*Entrance and monthly fees realized.*	*Total expenditure.*	*Cost per student.*
1852, ...	258	81	600 14 0	9,029 6 9	34 15 11
1853, ...	284	86·22	745 13 0	9,150 3 9	32 3 6

The average of attendance, as indicated in the foregoing statement, is better than that of 1852, and the cost per student, less than it was in that year.

List of Scholarships proposed for the year 1854, *in the English, Hindee, and Oordoo Departments, of the Saugor School.*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarship.*	*Amount.*
			ENGLISH DEPARTMENT.		
1	John Croker, ..	16¾	1st May 1854,..	Govt. Junior Scholarship,	8 0 0
			HINDEE.		
1	Hurkishoon, ..	15½	1st May 1854,..	Govt. Ditto ditto,	4 0 0
			OORDOO.		
1	Alla-ood-deen,..	19½	1st May 1854, ..	Captain Erskine's,	8 0 0

List of Students who came from a distance, to be educated in the Saugor School, during 1853.

No.	*Name.*	*Class.*	*Place of Abode.*
		ENGLISH DEPARTMENT.	
1	Roshun Lall,..	2nd Class,.. ..	Murh Kherah, Zillah Bhailsah.
2	Huzaree Lall, ...	3rd Ditto,.. ..	Ditto.
		OORDOO DEPARTMENT.	
3	Doorga Shunker, ...	2nd Class,.. ..	Huta, Zillah Saugor.
4	Hidayut Khan, ...	3rd Ditto,.. ..	Jubbulpore.
5	Jumna Pershad, ...	3rd Ditto,.. ..	Nursingpore Khandlie.
6	Ramchund Rao, ...	4th Ditto,.. ..	Etawah, Zillah Saugor.
7	Mojee Lall, ...	4th Ditto,.. ..	Naeghurriah, Ditto.
8	Beharee Sukul, ...	4th Ditto,.. ..	Sanodah, Ditto.
9	Sunder Lall,..	5th Ditto,.. ..	Murh Kherah, Zillah Bhailsah.
		HINDEE DEPARTMENT.	
10	Luchmi Shunker,.. ..	1st Class,.. ..	Huta, Zillah Saugor.
11	Dabee Lala, ...	1st Ditto,.. ..	Dhurah, Ditto.
12	Girdharee Malee,.. ..	2nd Ditto,.. ..	Dhumoha.
13	Gunput Brahmin,.. ..	3rd Ditto,.. ..	Bairkhery, Zillah Saugor.
14	Saibak Ram,..	3rd Ditto,.. ..	Ditto, Ditto.
15	Chaturbhoj Lala, ...	5th Ditto,.. ..	Luharee, Ditto.

The Return last given will serve to prove, that however much the Saugor School is esteemed by the native population, it is chiefly of local advantage. Out of 284 students, only 15 have come from a distance.

List of Students belonging to the Saugor School, who obtained employment during the year 1853.

No.	*Name.*	*Class.*	*Nature of Employment.*	*Salary.*
		ENGLISH DEPARTMENT.		
1	Benaik Bhutt, ..	1st Class,	Assistant Teacher in the Raja's School in Gwalior, ..	10
2	Girdharee Lall, ..	1st ditto,	5th Hindee teacher Saugor School,	15
3	Nujub Khan,.. ..	1st ditto,	Assistant Engineer at Bhopal,	30
4	Jeysookh, ...	2nd ditto,	Mootsuddy in Barrack Department,..	10
5	Gunga Pershad ..	2nd ditto,	Ameen at Lallutpoor, ...	15
6	Peyari Lall, ...	2nd ditto,	Chuprassie at Lallutpoor, ...	4
		OORDOO DEPARTMENT.		
7	Lalla Ramchund,	1st Class,	Perwana Nuvees Foujdaree, Saugor, ...	15
8	Bhowany Pershaud,	1st ditto,	Persian Teacher in the Saugor School, ...	8
9	Mata Pershaud, ..	1st ditto,	Sawal Nuvees in the Moonsiff's Office at Saugor, ..	15
10	Sheikh Mungul, ..	3rd ditto,	Burkundauze Cotwallee, Saugor,	4
11	Kerut Sing, ..	1st ditto,	Mohurir Jail, Saugor, ...	15
		HINDEE DEPARTMENT.		
12	Maharaj Sing, ..	1st Class,	Ameen, Saugor, ...	15
13	Rughonath, ...	1st ditto,	Ditto, Ditto, ...	15
14	Amanut Khan, ..	1st ditto,	Chuprassie Tuhseeldaree, Saugor,	4

The foregoing Return will testify to the fact that every encouragement has been given by the District Officers to the students of the School, who, the Committee report, have generally done well in their after-career.

The Examination for the year under report commenced on the 14th February, and was continued, with little interruption, till the 22nd. It was chiefly conducted by Lieutenant G. Browne and Lieutenant A. C. Gordon, whose report of the progress of the boys and the system of education adopted for their instruction, is, on the whole, favorable.

Great credit is due to the Head Master, Mr. Rao, for his painstaking efforts and zeal for the welfare of the School.

The examination in Surveying, and the use of the Plane Table, terminated very satisfactorily. Much importance having been attached to the acquirement of a knowledge of Surveying, the students have been diligently applying themselves to it, and several, who by dint of industry qualified themselves for the office of Ameen, have been appointed in the District. This has acted as a powerful stimulus, and will, no doubt, be productive of beneficial results.

With the view of inculcating some knowledge of the method of conducting public business, it has been proposed to supply the students with Revenue and Foujdaree misls for perusal; a measure, the practical utility of which, cannot be too highly estimated.

The following is gleaned from the Head Master's report:—

The Institution still continues divided into three Departments; viz.

An English Department with		72	on the Rolls.
A Hindee ditto	„	112	ditto.
An Oordoo ditto ...	„	100	ditto.
Making a total of		284	

This is more by 27 than last year: 55 of the Oordoo Department read Persian.

The introduction of a monthly payment in the Oordoo Department, was successfully attempted this year. In former years, those boys only who read Persian, were compelled to pay a monthly fee varying from two annas to eight annas each. But the fee was equalized, and all have now to pay agreeably to the following scale:—

Boys studying Persian; 6 annas each.

Ditto ditto Oordoo; only 2 annas.

The number of paying students now in the Institution is 164.

No boy has been yet required to pay a *monthly* fee in the Hindee Department. But a boy, before admission into this Department, must be able to read "Neeti Kotha." This rule keeps the School free of mere beginners.

In all Departments an *entrance* fee is taken, according to the subjoined scale; viz.

1 rupee in the English Department.
8 annas in the Oordoo Department.
4 annas in the Hindee Department.

The amount of collections, realized during the past year from the undermentioned sources, was as follows:—

English Department.	Entrance fees, ...	42	0	0
	Tuition fees, ...	398	4	0
Oordoo Department.	Entrance fees, ...	25	0	0
	Tuition fees, ...	260	13	0
Hindee Department.	Entrance fees, ...	19	12	0
	Tuition fees, ...	0	0	0
	Total, Rs...	745	13	0

This exhibits an increase of Co.'s Rs. 144-15-0, compared with the receipts of last year.

The English Department numbered 72 boys, or 5 more than it did last year. At one time of the year there were 80 boys in attendance. The whole department is divided into 5 Classes. At the commencement of the year the 1st Class, in two Divisions, numbered 16 boys; viz. 5 in the 1st Division, and 11 in the 2nd: soon after the School re-opened, one boy died, and three left for situations. Three new boys joined the class, which then consisted of 15 boys, until near the end of the year, when 6 left, some to accompany their parents who were leaving the station, and others to fill situations.

The 2nd Class consisted of 18 boys throughout the year; 2 only having left since the close of the last report. The minute drawn up by Lieutenant Gordon, on the result of the examination of this and other classes, will be found elsewhere.

The 3rd Class, under Mr. W. Rae, has suffered somewhat from change of teachers, and other causes; but the arrangements proposed for its management during the ensuing year, will bring it under proper supervision, which will, it is hoped, secure it from some of the disadvantages under which it has lately labored. Complaints have been made of the carelessness and inattention of some of the elder boys, a great number of whom are too old to make any satisfactory progress.

The 4th Class consisted of 9 boys, and the 5th of 20 boys, in three Divisions, under Girdharee, its teacher.

The Hindee Department is divided into 3 Classes, each class having a separate teacher.

The 2nd Gooroo resigned at the beginning of the year, in consequence of having been refused leave of absence, to which he was not entitled. This has been a great loss to the Department, for he was a man well versed in Geography and History, and of an enlarged mind; his departure, therefore, has been seriously felt. The class has, however, been instructed during the year by one of the head boys of the department.

The other classes appear to have passed a good examination, the result of which will be found in the minutes of the examiners.

This Department is very efficient in Mathematics, but is deficient in Geography and History. The cause of the deficiency is ascribed to the want of a teacher sufficiently acquainted with those branches to improve it.

The Oordoo Department consisted of 5 Classes studying Oordoo, and 5 Classes studying Persian. There has been no change in this Department during the year. The two excellent men at the head of it continue to give every satisfaction.

There is one circumstance which has characterized the proceedings of the year, calling for record, and that is, the successful study during the year of surveying, especially the acquirement of a complete knowledge of the Punjab system of survey. The boys of all three departments were anxiously desirous of acquiring this knowledge, and the success, which has attended their efforts, has been complete. The maps prepared by the boys this year, were superior to those of any preceding year, and a Map of England, by a boy of the Hindee Department, is by far the best executed one yet finished in the School, and does credit to the preparer, Omrao Singh.

The limited number of boys in the 1st Class of the English Department, affords evidence of the proneness of the more advanced boys to leave the Institution as soon as able to fill petty situations.

The prevalence of an epidemic fever at one period of the year, affected detrimentally the attendance of the boys, a considerable number of whom, in consequence of protracted absence without leave, were finally struck off the lists.

The general result of the examination may be seen from the following minutes:—

Minute by Lieutenant Browne, on the Annual Examination of the 1st Class, English Department, Saugor School.

1*st*.—The duty of examining the 1st Class of the English Department having this year devolved upon me, I now place on record the

result of the examination, and the opinion I have been led to form from it, of the proficiency of the boys generally in both divisions of this class.

2nd.—The 1st Class is, as formerly, divided into two Divisions, both under the immediate care of Mr. Rae; the 1st Division contains but 3 boys, and the 2nd numbers only 5. It appears necessary to remark here, by way of explanation, that the diminution in the number of this class has been caused by the departure of several scholars from the station, with their parents, who were going on leave for various reasons.

3rd.—In the 1st Division the reading of the three students was satisfactory, and the explanation of the passages read, was also performed well. Khoman Singh being the only native boy, I could merely test his proficiency in explaining and translating *vivâ voce*, in Oordoo, passages and words taken from the English. He succeeded very creditably in this, and appears to understand perfectly the sense and meaning of what he reads in English authors.

4th.—In History, I questioned the lads regarding events in both English and Indian History, but in neither did their answers satisfy me. I was more particularly disappointed with their want of knowledge of the history of their own country: this falling off will be guarded against in future. There is no lack of zeal on the part of the boys, and having pointed out to them the necessity of paying greater attention to History, I feel convinced they will remedy the error.

5th.—The parsing and grammar I had reason to be satisfied with; and the pieces of poetry, (Milton,) which I gave, were well read, and the sense of the passages explained afterwards. In Geography, again, (comprising a general knowledge of Africa, America, and Hindoostan,) there was a slight want of proficiency on the whole. The scholars can readily and accurately point out places on the maps, but when questioned without the map to refer to, I found them occasionally rather at a loss.

6th.—The composition consisted in writing a short essay on a subject proposed by me;—"The advantages to be derived from the progress of education throughout India, both as regards the morality of the people, and the prosperity of the country;" and in this Hopson was the most successful. His production was very creditable to him. Croker's, though not equal to Hopson's, was still a fair essay; but Khoman Singh's was indifferent.

7th.—The translation into Oordoo from English was taken from the History of India at random for Khoman Singh, and an easy fable for the two English boys, who are merely beginners in the study of

the vernacular. Khoman Singh's translation was excellent, and convinced me, that notwithstanding his failure in the essay, he has acquired a sound knowledge of English, combined with the vernacular. The translations of the other two, (especially Croker's,) did credit to their exertions during the past few months.

8*th*.—The dictation, all performed well.

9*th*.—In Arithmetic, Khoman Singh surpassed the others; but at the same time, Croker, though not so quick, was quite proficient, and worked every sum out correctly. Hopson was not so good in this. In Algebra, I examined them as far as Quadratic Equations, and was much pleased with the result. Khoman Singh, though a trifle the best, was almost equalled by Croker. In Mensuration, Khoman Singh went as far as Solids, and the others to Planes; the former rather outstripped the latter; but all acquitted themselves very well, and I was much pleased with their progress. In Geometry, (Euclid's,) all were very successful, as well as in Trigonometry. Khoman Singh certainly stands at the head of the class in both these studies; but the others are also proficient.

10*th*.—I asked a few questions in Mechanics and Astronomy, and the answers were correctly given.

11*th*.—The hand-writing of Khoman Singh and J. Hopson is very creditable; Croker's is rather inferior.

12*th*.—Considerable stress having been laid by the Committee during the past year on the importance of the scholars acquiring a knowledge of the principles of surveying with the Plane Table, the boys have been paying great attention to this branch, and the result in the 1st Division is most gratifying. I examined them in surveying, practically and theoretically, and all are perfectly acquainted with the system prescribed according to the Punjāb method, and Captain Erskine's Manual: added to the acquirement of this knowledge, their proficiency in Trigonometry and Mensuration renders them superior to the common run of instructors.

13*th*.—Having placed on record the result of the examination of this division, I beg to express myself well satisfied with what I have seen. I have noticed one or two points, to which it will be advisable to pay more particular attention during the ensuing year, and I doubt not that the boys will readily second the able efforts of Mr. Rae on this head. I would remark here that I have put the class through a very searching examination, and looking at the result, I cannot but consider that they have acquitted themselves with credit. Khoman Singh is a very superior lad, and the acquirements of Croker are also of a high order,

(cor aratively short time he has been in the School.) All three intend to compete for the Junior Scholarship this year.

1st Class, 2nd Division.—The 2nd Division contains at present but 4 boys, 3 natives and one European.

The reading was fair, and the parsing quite correct. The explanation in English and in Oordoo of the passages read, was very creditably performed. Great attention has been paid throughout the School to the acquirement of a knowledge of English combined with Oordoo, and the result has quite equalled my expectations. The Grammar was almost a failure, from what cause I cannot understand, for the parsing was all that could be desired; but when questioned by me in the rudiments of Grammar, the boys did not succeed in their replies at all to my satisfaction.

The replies to the questions I put in History, were quickly and correctly given, especially by Beharee Lall; and in this study they decidedly bore the palm from the 1st Division. The European lad having been but a few months in the School, could not, of course, be expected to stand the same test as the remainder of the scholars.

The pieces of Poetry were very fairly read, especially by King.

In Geography, Beharee Lall acquitted himself the best. With regard to the other boys, the same remark, with reference to the study of Geography, that I made in the report on the 1st Division, will apply here. They require to be questioned and instructed both with and without the maps, to refer when they are at a loss regarding any particular point they may be questioned upon.

The Composition in English, and the Translation from English into Oordoo, were good, and with the dictation also I was well pleased.

In Arithmetic, Algebra, Geometry and Mensuration, (of Planes,) Beharee Lall far outstripped the rest. He appears to be a quick Accountant, and an excellent Mathematician. The remainder of the scholars are very inferior to him. He alone has advanced as far as Trigonometry, and acquitted himself very creditably.

The writing of Beharee Lall was good; that of the other native boys, not quite so well done, but still creditable.

Only one of the boys, Beharee Lall, has as yet acquired a knowledge of Surveying and Mapping; he has made good progress, but requires further instruction. He will, with a little more attention to the principles of surveying, I think, become an excellent instructor.

Not having examined this class last year, I am unable to form any opinion as to the progress the scholars have made during the past year;

but I consider their acquirements are creditable; and taking into consideration the strictness of the examination I have given them, I have much pleasure in saying that I am, on the whole, satisfied with the result. The fault I find with the system now in vogue, of teaching Geography (*i. e.* with the Maps open) is, that if a boy, when questioned, is at a loss to know where such and such a place is, he glances at the Map, the name of the place most probably catches his eye, and he replies to the question, without really knowing anything about the position, boundaries, &c. &c. of the spot alluded to. I observed that frequently to be the case, and thus a boy, though he succeeds in answering a question, and for a time conceals his ignorance, has really acquired no knowledge of Geography, and with the Map closed, will be found unable to describe the features of a tract of country, or the rise, progress, and fall of a river.

In concluding these remarks, I would suggest that both in History and in Geography the scholars be questioned continually, so that while advancing in their knowledge of History generally, they may keep up the recollection of the commencement of their studies in this branch.

I should also say, that Beharee Lall might be advanced to the 1st Division of this class with advantage.

3rd Class.—This class consists of 13 boys, 4 European and the rest natives.

The examination of this class devolved upon me last year, and I then recorded my opinion regarding the unsatisfactory state in which I considered this class to be, compared with the 4th. I did not examine the 4th class this year, but I regret I am unable to express myself pleased with the progress of the 3rd. It has had many disadvantages to contend against, I am free to admit; 1st, by the departure of Mr. Bachman, under whose care the class was, and again, recently, by the temporary absence of Mr. W. Rae, who assisted in this class. There are some very intelligent boys in it, who acquitted themselves quite to my satisfaction; but the remainder are not at all superior to the boys of the 4th class, (as I found them last year.) Mr. Rae complains of the want of attention generally in this class, and I think it would not be a bad plan to remove all the boys who have not made satisfactory progress into the 4th, and so remove the idle ones, who evidently are retarding the more zealous in their studies.

The Translation into the vernacular was creditably performed, as well as the explanation *vivâ voce* of words and passages from English. The questions in Grammar were fairly answered by some of the lads; in Geography only 2 boys, Wharton and Soonder Lall, could get on, without having the map open; they acquitted themselves well throughout the examination.

The spelling of most was indifferent; of none good. The writing of one or two was fair; but of the rest, certainly below the average standard of boys of their age and standing in the School.

In Arithmetic (4 Compound Rules) about half-a-dozen boys succeeded very fairly; but the others could not manage the sums given them, in what I consider a satisfactory manner.

The Reading, generally, was not good. I observed a want of attention to punctuation, and the style of the reading, and the intonation of words, require attention I think.

Mr. Rae is aware of the falling off in this class; but owing to the extra quantity of labour necessarily imposed upon him by the departure of Mr. Bachman, he has not had time or opportunity for taking this class in hand himself: on the arrival of the newly appointed 2nd Master, no time will be lost in endeavouring to bring forward such of the boys as appear fit to be advanced from among the more idle, who will also require stimulating.

Minute by Lieutenant A. C. Gordon, on the 2nd, 4th, and 5th Classes of the English Department of the Saugor Government School, at the Annual Examination of 1853.

Having concluded the Annual Examination of the 2nd, 4th and 5th Classes of the English Department, Saugor Government School, I beg to record my opinion of the acquirements of the boys in their various studies, and of the system of instruction pursued by their teachers.

The 2nd Class was examined by me on the following subjects:— Reading, and explanation of the passages perused either in English or the Vernacular, selected from the Universal History.

Grammar.—Lennie's, as far as page 118, with parsing, &c.

History.—As far as England, (Wilson's Universal History.)

Geography.—Europe and Hindoostan.

Arithmetic.—The greater portion of the boys as far as Vulgar Fractions; the remainder, Reduction and Rule of Three.

Algebra.— Five boys, as far as Simple Equations.

Translation.—Eight boys, the whole of the Niti Katha.

Dictation.—From Marshman's Brief Survey of Ancient History.

Writing.—Text and small hand.

Poetry.—A few simple pieces from the Poetical Reader, No. 1.

The Reading, and explanation of the passages read (in English or the Vernacular) were, with one or two exceptions, most satisfactory; the boys showing that they perfectly understood the meaning of what they had been perusing; the pronunciation also was, generally, very good.

The Grammar and Parsing were very well done; the boys also answered readily questions put to them on the various rules. I was much pleased with the aptitude they showed in correcting sentences in false grammar.

In History, the boys, generally speaking, appear to have a fair knowledge of what they have studied; but I do not think their acquirements in this branch are equal to those they have attained in other branches of their studies.

In Geography, the boys appeared to be very well grounded, answering readily and correctly the questions put to them, and pointing out in the Map the principal towns, rivers, mountains, &c. &c.

In Arithmetic, I was much pleased with the aptitude shown by most of the boys of this class; they worked out sums in Reduction, Rule of Three, Simple and Compound Vulgar Fractions, quickly and correctly; the native boys appeared to have attained much greater proficiency in this branch than the Europeans.

In Algebra, the boys were examined in the Primary Rules, and some of them as far as Simple Equations; they appear to have made very satisfactory progress. In this branch also I remarked the superiority of the native boys.

Writing from dictation was, with a few exceptions, done very correctly; but two or three of the boys were very far behind the others.

The Translation from Hindee into English, and English into Hindee, was very creditably performed. The writing was very fair, both in text and small hand. The Poetry consisted of a few easy pieces, which were read and explained by the boys; they seemed, generally speaking, to lay stress on the proper words; and likewise to understand the meaning of what they had been reading.

Some of the boys, whom I would here beg to mention, seemed far superior in intelligence and general attainments; viz. G. Rae, Ghunsham, and Ram Chund. J. and N. Hobson also acquitted themselves in a superior manner.

This being the first occasion on which I have examined the boys of this class, I cannot give an opinion as to the relative progress they have made during the past year; but I must express myself highly

pleased with the results of this examination. Great pains have evidently been taken in thoroughly grounding the boys in all they have gone through, and their present acquirements are most satisfactory, and reflect great credit on their teacher.

Lieutenant Gordon reports as follows on the 2nd and 3rd Classes of the Hindee Department:—

"The boys of the 2nd Class read and explained the meaning of passages selected from the History of India. This was most satisfactorily done by all; they seemed perfectly to understand the meaning of what they had been perusing, and read with great fluency and clearness.

3rd Class.—In this class I was also much pleased with the fluent manner in which all the boys read and explained the meaning of the different passages selected.

In History, they all, without exception, acquitted themselves remarkably well; their answers being almost invariably quickly and correctly given."

Of the other branches of the Vernacular Department, Lieutenant Montgomery remarks:—

"The Persian and Oordoo Departments of the Saugor School have always evinced the great care and skill bestowed on the pupils by the Moulvies, Gholam Russool and Ubdool Salam, and they have this year quite kept up their reputation."

His Honor the Lieutenant-Governor remarked in reply to the above report, that the result of the examination was satisfactory and promising, except in regard to the 3rd Class, English Department, of which His Honor did not doubt, that a much better report would be furnished at the close of the present year.

Great importance was attached by His Honor to the systematic and simultaneous cultivation of a free and correct use, alike of the English and Vernacular languages, and he expressed his reliance on the constant efforts of the Committee being given, towards the promotion of that essential object, in respect to all the students of the English Classes.

His Honor desired that instruction in Plane Table Surveying, according to the Punjab method, should be largely extended to the scholars of the Oordoo and Hindee, as well as of the English Department.

The views of the Committee, stated in paragraph 11 of their Secretary's letter, were in entire accordance with the wish which had been intimated by His Honor to all the Committees of Public Instruction, to the effect that facilities should be carefully afforded by the Public Officers of Districts to the senior students in the Government Institutions, for acquiring a familiar knowledge of the form and style of the documents ordinarily employed in the transaction of public business.

The proposal of the Local Committee, respecting the distribution and amount of the scholarships available in the School, (one of Rs. 8 per mensem being provided by the liberality of Captain Erskine, Commissioner of the Saugor and Nerbudda Territories,) received His Honor's concurrence and sanction.

Detailed Statement of Receipts and Disbursements of the Local Committee of Public Instruction, Saugor, during the official year 1853-54.

Detail of Receipts.	*Amount.* Rs. A. P.	*Amount.* Rs. A. P.	*Detail of Disbursements.*	*Amount.* Rs. A. P.	*Amount.* Rs. A. P.
Separate Fund, ...	0 0 0		Salary of Principal, ...	0 0 0	
Assignment from Parliamentary grant,	4,776 0 0		Ditto of English Teachers, ...	5,444 15 10	
Ditto from additional grant, ...	2,364 0 0		Ditto of Oriental ditto, ...	2,100 0 0	
		7,140 0 0	Ditto of Librarian, ...	120 0 0	
Refunded Charges, ...	25 12 9		Ditto of Establishment, ...	144 0 0	
Scholarship allowance sanctioned by Government, ...	240 0 0		Scholarships given in the English Department,	0 0 0	
			Ditto ditto Oriental ditto, ...	0 0 0	
Prize allowance ditto ditto, ...	96 0 0		Prizes given in the English Department, ...	32 0 0	
Special grants by Government, ...	416 4 7		Ditto ditto Oriental ditto, ...	64 0 0	
Discount, ...	38 8 7		Medals bestowed, ...	0 0 0	
Miscellaneous, ...	205 12 7		Credit in the books of the Collector for vacant Scholarships, ...	240 0 0	
Balance of last year, ...	0 0 0		Ditto ditto ditto for vacant appointments, or Officers on leave, ...	0 0 0	
Aggregate Receipts, as per annexed Statement, ...	1,484 4 4		Supernumerary Masters, ...	603 9 5	
		2,506 10 10	Disbursements under Special Government grants, ...	0 0 0	
			Miscellaneous expenses, as per annexed Statement, ...	898 1 7	
					9,646 10 10
			Balance in hand, 30th April 1854, ...	... ...	0 0 0
Total Receipts, Rupees ...	... ...	9,646 10 10	Total Disbursements, Rupees ...	... ...	9,646 10 10

DR. -- { *Account of Receipts and Disbursements of the Separate Funds, at the disposal of the Local Committee of Public Instruction, Saugor, during the official year* 1853-54. } -- CR.

	Rs.	A.	P.		Rs.	A.	P.	
Balance of last year, ...	0	0	0	Books purchased, ...	431	3	11	
Fines and forfeitures, ...	31	9	3	Stationery, ...	160	1	5	
Books sold, ...	154	13	9	Postage, ...	91	2	0	
Discount, ...	38	8	7	Furniture,...	0	0	0	
Admission fees, ...	75	12	0	Repairs, ...	25	12	9	
Monthly fees, ...	700	12	0	Appropriation from Special Funds, ...	0	0	0	
Special aid granted by Government, ...	277	0	2	Fines and forfeitures refunded, ...	15	0	0	
Special Fund, ...	0	0	0					
Miscellaneous Receipts, (from Garden,) ...	205	12	7					
				Miscellaneous, (Garden,)	174	13	6	
								898 1 7
				Balance.				586 2 9
Total Receipts, Rupees	1,484	4	4	Rupees				1,484 4 4

AJMERE SCHOOL.

LOCAL COMMITTEE OF PUBLIC INSTRUCTION AT AJMI THE 31ST DECEMBER 1853.

Names.	*Official Designation.*
Lieut.-Colonel C. G. Dixon,	Commissioner of Ajmere and Mairwara.
Captain Shakespear, ...	Acting 1st Assistant Commissioner.
H. A. Ebden, Esq., M.D., ...	Surgeon of Rajpootanah Agency, (absent with the Governor-General's Agent.)
Moulvee Mujeed-ood-deen, ...	Senior Sudder Ameen.
C. Buch, Esq., Ph. D., ...	Secretary and Member.

Lieutenant B. P. Lloyd, Member of the Local Committee, having proceeded to Neemuch, Captain Shakespear, Officiating 1st Assistant Commissioner, was appointed in his stead. His Honor the Lieutenant-Governor was also pleased to appoint the Superintendent to be Junior Member, as well as Secretary of the Committee.

Establishment of the Ajmere Institution, on the 31st December 1853.

Names.	*Designation.*	*Amount of Salary.*	*Date of Appointment.*
C. Buch, Esq., Ph. D.,	Superintendent, ..	400 0 0	11th Feby. 1851.
Ditto ditto, ...	House-rent, ...	50 0 0	
Mr. G. Wiggins, ..	Master, ...	300 0 0	25th March 1851.
Sookhdeo Buksh, ..	Ditto ditto, ...	80 0 0	25th March 1851.
Ramachurn Mookerjee,..	Assistant Junior Teacher, ...	20 0 0	25th March 1851.
John Triloke, ...	Ditto ditto,.. ..	20 0 0	1st October 1851.
Moulvee Mahomed Yakoob, ...	Persian and Oordoo Teacher, ...	40 0 0	16th Nov. 1852.
Moulvee Sheikh Neamutoollah, ...	Ditto ditto,.. ..	26 0 0	1st August 1851.
Moulvee Ameer-ood-deen Ahmed, ..	Ditto ditto,.. ..	20 0 0	15th July 1853.
Pandit Devadutta Tewaree, ...	Sanscrit and Hindee Teacher, ...	40 0 0	4th April 1851.
Pandit Ruslak Lall, ..	Ditto ditto,.. ..	26 0 0	4th April 1851.
Pandit Mungul Dutt,..	Ditto ditto,.. ..	16 0 0	1st October 1851.
	ESTABLISHMENT.		
Luchman Doss,.. ..	Librarian, ...	15 0 0	1st Sept. 1853.
	Petty Contingencies,..	12 0 0	
	2 Chuprassees, at 5 Rs. each, ..	10 0 0	
	1 Brahmin, ...	5 0 0	
	1 Furrash, ...	4 0 0	
	1 Chowkeedar, ...	4 0 0	
	1 Sweeper, ...	3 0 0	
	16 Scholarships, ..	90 0 0	
	VILLAGE SCHOOL ESTABLISHMENT.		
Jugul Kishore, ...	Pergunnah Visitor, ..	30 0 0	1st Sept. 1851.
Pandit Ramdeal Tewaree, ...	Ditto ditto,.. ..	30 0 0	17th July 1852.
	Nine Village School Teachers, ...	44 0 0	
	Total, ..	1,285 0 0	

In June last, the 3rd Persian Teacher resigned his appointment, and the Committee nominated Ameer-ood-deen Ahmed to succeed him. The appointment was sanctioned by the Hon'ble the Lieutenant-Governor. Ameer-ood-deen Ahmed had hitherto given satisfaction. In the month of August the recommendation of the Committee, that a separate Librarian be appointed, also met with the approval of His Honor. Luchmun Doss, 5th English Scholarship-holder, was accordingly appointed, on a salary of Rs. 15 per mensem. A valuable addition

to the staff of the Ajmere Institution, was made in the person of Mr. McCulloch, Assistant Civil Engineer to Colonel Dixon, who, from the month of May to the 1st of September, was, by desire of the Hon'ble the Lieutenant-Governor, attached to the School. Mr. McCulloch taught during that period, Geometry in the 1st English, and Geometry and Algebra in the 1st Persian Class. Under his able tuition the boys made very considerable progress, both in the English and Persian Departments.

Abstract of Students on the Rolls of the Ajmere Institution, on the 31st December 1853.

Department.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
English, ...	0	7	60	0	67
Persian-Oordoo, ..	0	36	47	0	83
Sanscrit-Hindee, ..	0	0	62	0	62
Total, ..	0	43	169	0	212

The number of students on the Rolls, at the time the Institution broke up for the vacation on the 5th December, was less than that registered in the month of July preceding, when the last abstract was furnished. This however was entirely owing to the great prevalence of fever in Ajmere, during the months of September, October, and November. Since the re-opening of the Institution on the 5th January, there were many admissions, and the number had subsequently increased from 212, as exhibited in the above statement, to 259. The number of Mussulmans had increased from 44 in July 1853, to 51 in February 1854; that of Hindoos, showed an increase of 22 in February 1854, as compared with July 1853.

Detail of Fees realized in the year 1853, *in the Ajmere Institution.*

Free Students.	Monthly Tuition Fees.												Entrance Fees.	
	Number of Students who pay, each,*												*No.*	*Amount.*
	Rs. 1	As. 0	Rs. 0	As. 12	Rs. 0	As. 8	Rs. 0	As. 6	Rs. 0	As. 5	As. 4	As. 3		
37	3		2		8		12		7		38	123	0	0 0 0

* On the 1st July 1853.

Monthly Detail of Entrance and Tuition Fees.

Month.	Amount realized.						Month.	Amount realized.					
	Entrance Fees.			Tuition Fees.				Entrance Fees.			Tuition Fees.		
							Brought over,	0	0	0	259	5	0
January, ..	0	0	0	33	1	0	July, ...	0	0	0	47	12	0
February, ..	0	0	0	43	3	0	August, ..	0	0	0	47	12	0
March, ...	0	0	0	46	10	0	September, ..	0	0	0	44	0	0
April, ...	0	0	0	45	0	0	October, ..	0	0	0	45	0	0
May, ...	0	0	0	45	11	0	November, ..	0	0	0	43	0	0
June, ...	0	0	0	45	12	0	December, ..	0	0	0	42	6	0
Total, ..	0	0	0	259	5	0	Total, ..	0	0	0	529	3	0

The above shows the amount of fees realized in the past year. It will be seen that by far the greater number of boys were paying students: there were only 37 free students. The monthly tuition fees appear small, in comparison with those of older Institutions; but the Ajmere School could scarcely have succeeded at all, if the system adopted in the Agra and Dehlie Colleges had at once been introduced. The inducements held out to boys at Agra or Dehlie, for resorting to the existing Educational Institutions, are many, but such is by no means the case at Ajmere. The town itself is small; its population amounts to about 25 or 30,000; and though there are some very wealthy Seths amongst its inhabitants, the large majority cannot be said to be in affluent circumstances. This remark applies especially to the large Mussulman population of Ajmere, who would resort much more numerously to the Institution, if it were not for the monthly fees. The rich Seths and merchants had, with one or two exceptions, hitherto kept aloof from the School. The education, which they give their children, and which is of the most elementary description, is generally imparted by private teachers.

The most deserving boys of the Institution had hitherto been discouraged from seeking employment, as the Superintendent was anxious to give them the best possible education before they left the School.

There was yet another reason why the system of high fees prevailing in the Agra, Dehlie, and Benares Colleges, should not be adopted at Ajmere. In those towns, boys who wish to obtain an English education, but who do not possess the means of paying for it, can resort to the numerous Missionary Free Schools. In Ajmere, on the other hand, English can be studied only in the Government Institution. If no

boys were to be admitted under eight annas a month, not only would the number of students greatly decrease, but some of the most promising scholars would leave the School.

As compared with 1852, there had been an increase in fees of Rs. 140 in 1853; the total amount collected in the preceding year, having been Rs. 389-3-0, whereas the sum of Rs. 529-3-0 was collected in the year under Report.

Statement of Attendance during 1853, *in the Ajmere Institution.*

Average number on the Rolls, ...	221
Average attendance, ...	195
Proportion per cent. of attendance to the average number on the Rolls,	88·4

List of Students who came from a distance, to be educated in the Ajmere Institution, during 1853.

No.	*Name.*	*Class.*	*Place of Abode.*	Remarks.
1	Jheet Mull, ...	1st English.	Bekaneer.	
2	Sohun Lall, ...	2nd ,,	Hodul.	
3	Gouri Dass, ...	4th ,,	Jodhpore.	
4	Ganga Pershad, ..	4th ,,	Pokhur.	
5	Amba Dutt, ...	5th ,,	Jyepore.	
6	Moorli Dhur, ..	5th ,,	Kanawur.	
7	Doolee Chund, ..	5th ,,	Neemuch.	
8	Santook Chund, ..	5th ,,	Kishengurh.	
9	Nund Lall, ...	5th ,,	Ditto.	
10	Muddun Chund, ..	5th ,,	Meerta, (Marwar.)	
11	Sheo Narain, ...	5th ,,	Ditto.	
12	Motee Lall, ...	5th ,,	Jessulmere.	
13	Bagoti Dass, ...	2nd Persian.	Kishengurh.	
14	Bidhi Chund, ..	2nd ,,	Jyepore.	
15	Lukhmi Chund, ..	2nd ,,	Jodhpore.	
16	Sooraj Raj, ...	2nd ,,	Ditto.	
17	Ramjee Mull, ..	2nd ,,	Rewarree.	
18	Radha Bullub, ..	1st Sanscrit.	Derwana, (Marwar.)	
19	Badri Lall, ...	1st ,,	Ditto.	
20	Ram Roop, ...	1st ,,	Shekawattee.	
21	Nathoo Ram, ...	1st ,,	Kishengurh.	
22	Ram Chund, ...	1st ,,	Kekri.	
23	Gouri Shunker, ..	2nd Hindee.	Koochaman, (Marwar.)	
24	Ram Dial, ...	2nd ,,	Achurka, (Ajmere.)	
25	Doongur Singh, ..	2nd ,,	Futtehpore, (Shekawattee.)	
26	Nund Lall, ...	2nd ,,	Ditto.	
27	Niyamut Ali, ...	1st Persian.	Moradabad.	
28	Jumna Dass, ...	3rd ,,	Kishengurh.	
29	Gobind Lall, ...	2nd ,,	Bhinae.	
30	Sidh Karan, ...	5th English.	Kishengurh.	

A list of boys who had come from a distance for education in the Ajmere Institution, was submitted to the Hon'ble the Lieutenant-Governor on the 9th of August last. His Honor was pleased to express his satisfaction with the indication therein given, of the spreading reputation of the Ajmere School. In the list now given, the names of those boys also have been included, who have been admitted since that period.

List of Students belonging to the Ajmere Institution, who obtained employment during the year 1853.

No.	*Name.*	*Class.*	*Nature of Employment.*	*Salary.* Rs. A. P.
1	Luchmun Dass, ..	1st English,	Librarian, Ajmere Institution, ..	15 0 0
2	Peeroo, ...	1st Persian,	Dresser, Ajmere Dispensary, ..	6 0 0

Only two students of the Institution were reported to have obtained employment during the past year; viz. Luchmun Dass, 5th Scholarship-holder, who was appointed Librarian; and Peeroo, a scholar of the 5th Persian Class, who was employed in the Government Dispensary, under the Sub-Assistant Surgeon of Ajmere.

List of Scholarships proposed for the year 1854, *in the English Department of the Ajmere Institution.*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarships.*	*Amount.*
1	Radha Bullub, ..	18	May 1851	Anglo-Vernacular,	16 0 0
2	Ajoodhiya Pershad,	14	October 1851	Ditto ditto,	8 0 0
1	Choga Lall, ...	21	June 1851	English,	10 0 0
2	Jeet Mull, ...	15	July 1851	Ditto,	8 0 0
3	Mahomed Buksh, ..	25	May 1851	Ditto,	8 0 0
4	Byjnath, ...	22	May 1851	Ditto,	6 0 0
5	Amoluck Chund, ..	18	June 1851	Ditto,	5 0 0
6	Jea Lall, ...	13	May 1851	Ditto,	5 0 0
7	Bunsee Dhur, ...	12	October 1851	Ditto,	4 0 0
8	Sohun Lall, ...	18	Feby. 1852	Ditto,	4 0 0
				Total, ..	74 0 0

List of Scholarships proposed for the year 1854, *in the Persian-Oordoo Department of the Ajmere Institution.*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarship.*	*Amount.*
1	Alif Khan, ...	20	July 1851	Persian,	8 0 0
2	Jamal-ood-deen, ..	26	Sept. 1851	Ditto,	6 0 0
3	Munnoo Lall, ...	19	June 1852	Ditto,	5 0 0
4	Futteh Lall, ...	18	May 1851	Ditto,	5 0 0
5	Ram Chunder, ...	19	March 1852	Ditto,	4 0 0
6	Ram Nath, ...	18	July 1851	Ditto,	4 0 0
				Total, ..	32 0 0

List of Scholarships proposed for the year 1854, *in the Sanscrit-Hindee Department of the Ajmere Institution.*

No.	*Name.*	*Age.*	*Date of Admission.*	*Nature of Scholarship.*	*Amount.*
1	Sheo Narain, ...	18	May 1851	Sanscrit,	8 0 0
2	Ram Roop Misr, ..	22	June 1851	Ditto,	6 0 0
3	Radha Bullub, ...	16	October 1851	Ditto,	5 0 0
4	Ram Sookh, ...	16	July 1851	Ditto,	5 0 0
5	Jugul Kishore, ..	20	May 1851	Ditto,	4 0 0
6	(Vacant,)	..	.. .. ..	Ditto,	4 0 0
				Total, ..	32 0 0

In reference to the above lists, the Superintendent observed that, in the existing state of the Institution, scholarships were given, not so much as rewards for high Literary or Scientific attainments, as for the sake of encouragement. Those whose names were proposed for scholarships, were, in every respect, highly deserving lads. They had, during the short time which had elapsed since their admission, made very creditable progress in the different branches of learning in which they had been instructed. Radha Bullub, whose name appears first in the list of the English Department, was a student of great promise. He was at the head of his class in almost every branch; the same might be said of Alif Khan in the Persian, and Sheo Narain in the Sanscrit Department.

AJMERE SCHOOL.

The 3rd Annual Examination commenced on the 8th of November, and lasted till the 1st of December. The examination of the English department was conducted by the Superintendent himself. The questions for the 1st Persian Class, were drawn up partly by the Superintendent, and partly by Mr. McCulloch. Mr. McCulloch also examined the answers returned to the Mathematical questions. The papers on History and Geography, as well as the Persian-Oordoo and Oordoo-Persian Translations, were examined by the Principal Sudder Ameen, Member of the Committee, who, moreover, conducted the *vivâ voce* examination of this class. The 2nd and 3rd Persian Classes were examined by the Head Moulvie. As regards the Sanscrit-Hindee Department, Professor Hall, of the Benares College, had consented to prepare sets of questions for the 1st Sanscrit Class, and to examine the answers of the boys. The scholars of the 2nd and 3rd Hindee Classes were examined in their various text-books by the Head Pandit, and in Arithmetic, Algebra, and Mensuration, by the 2nd English Master. As owing to unavoidable circumstances, both the English and the Vernacular Departments had to be examined simultaneously, the Superintendent could take no part in the examination of the latter.

The books in which the boys of the different divisions of the 3rd Hindee Class were examined, were Premsagur, Singhasun Butteesee, Baital Pucheesee, Hindee Reader No. I., Hindee Grammar and the story of Dhurm Singh. Only two boys had read Premsagur; one of these, Sooruj Mull, a very promising lad, was a scholar of the 4th English Class. The other boys read Sanscrit, together with Hindee. Seven boys, among whom were the two already referred to, were examined in the Singhasun Butteesee; nine in Baital Pucheesee and in the Hindee Reader, and thirteen in Dhurm Singh. Sooruj Mull was the only boy who also passed an examination in the Hindee Grammar. The Pandit stated that the boys passed very creditably, both in reading and explaining the different passages which he pointed out to them. He was pleased with the progress they had made, and spoke of their teacher, Pandit Mungul Dutt, as a very zealous, attentive, and painstaking man. The questions in Arithmetic and Algebra, were prepared, and the answers examined, by Sookhdeo Buksh, 2nd English master. Sooruj Mull only had commenced Algebra. He acquitted himself very well in Arithmetic, in which he had gone far beyond the other boys of the class. In the 2nd Division two boys passed creditably, and two in the 3rd Division.

The boys of the *2nd Hindee Class* had, in addition to the books mentioned in the preceding paragraph, read about half of Marshman's History of India, (Hindee version,) and Rajniti. The Pandit spoke, on the whole, favorably of this class; the boys read, translated, and explained, for the most part, very well, and seemed to understand

what they read. In Premsagur, Sooruj Mull, (a scholar of the 3rd English Class), and Dhurm Chund, gained the highest numbers. In History, Sooruj Mull acquitted himself equally well; he gave also satisfactory answers in Hindee Grammar. Huzoor Mull, (another scholar of the 3rd English Class,) who was mentioned in last year's Report, again acquitted himself very well. Amongst the boys of this class, who read only Hindee, Futteh Lall and Ram Lall were the best. In Arithmetic, Sooruj Mull was at the head of his division.

The questions for the *1st Sanscrit Class* were, as has already been stated, prepared, and the answers examined by Professor Hall, of the Benares College, whose opinion had not been received up to the time of the preparation of the Report.

To judge from the numbers which most of the boys had gained, the result of the examination was very satisfactory. The examination was rather comprehensive; it embraced Siddhant Koumudi, Laghu Koumudi, Rughuvans, Nyshad, Lilavati, Algebra, Hitopdesh, (Sanscrit-Hindee translation,) Premsagur, (Hindee-Sanscrit translation,) Ramayan, (Hindee Grammar,) and Vedant. Sheo Narain, the first on the list of Scholarships, passed creditably on all subjects. Shyama Dutt came next to him; his answers, generally, were very satisfactory. Ram Roop, who in 1852 and 1853 held the second Scholarship, was the third on the list. He had by no means relaxed in his exertions, but had been frequently absent on account of sickness. Pushkar Dass, who in 1853 was the fourth Scholarship-holder, had lost his Scholarship for this year; sickness prevented him from passing in more than six subjects.

The Hindee Department, if taken by itself, and apart from its connection with the English Classes, appeared to the Superintendent to be that section of the Institution, the character of which was most elementary and most unsatisfactory; not that he had any reason to be dissatisfied with the teachers; on the contrary, he thought they exerted themselves to the utmost of their power. The 3rd Pandit more especially was not only a very good Sanscrit scholar, but also a very able Mathematician, and a zealous, painstaking teacher. But the difficulties they had to contend with, were much greater than those experienced in the other departments. Their scholars, unless they join the English department, come for the most part solely for the purpose of acquiring a knowledge of Hindee accounts, and care little for either reading or writing. Hence few of them stay long enough to make real progress in the study of the language. If they had read two or three of the common class-books, such as Hindee Reader, Baital Pucheesee, Singhasun Butteesee, &c., they were perfectly satisfied with the amount of learning they possessed.

In the Sanscrit Class, Dr. Buch had, as much as possible, endeavoured to give the studies of the boys a practical turn. From the first he had directed the Pandit to practise the boys constantly in

translation from Sanscrit into Hindee, and *vice versâ;* to instruct them in hindee Grammar, and to read at least one or two Hindee works every Session.

The scholars of the *Second* and *Third* Persian Classes, were examined by the head Moulvie in Arithmetic, Madho Ram, Bostan, Gulistan, Safat-ool-Masadir, Bagh-o-Bahar, Dustoor-i-Sibian, Insha-i-Faik, &c. Many of the boys gained the full number of marks in reading and translating. Their answers, in Arithmetic too, were very satisfactory. The most advanced boys of the 2nd Class have since joined the 1st Persian Class. The Moulvie reported very favorably of the progress of these classes.

The 1st Persian Class, in which the Superintendent had at all times taken a very lively interest, was in a state of great efficiency, and must be considered one of the best classes in the Institution. The class was divided into two divisions. The boys of the 1st Division had studied Zahooree, (the whole,) and Anwar Soheli, the 3rd and 4th parts, in Persian; Geometry, Euclid, Books III., IV. and VI.; Arithmetic, Vulgar and Decimal Fractions; Algebra, as far as Simple Equations; History, Marshman's History of India, Oordoo version; and Geography, (Asia, Hindoostan,) in Oordoo. In Geometry and Algebra, as has already been stated, they had been taught by Mr. McCulloch from May to November 1853. The portions for translation from Persian into Oordoo, and from Oordoo into Persian, were selected by the Superintendent; the former from Anwar Soheli, (a part which the boys had not read before,) the latter from Corcoran's History of the Chinese Empire.

Alif Khan and Gholam Sadut gained the highest number of marks. In History, the questions were drawn up by the Superintendent, and the answers examined by the head Moulvie. Alif Khan had not only answered most of the questions correctly, but his paper was written in excellent Oordoo also. In Geography, Ram Nath's answers were the best; next to him came Hurree Buksh and Jamal-ood-deen. The questions in Geometry and Algebra were prepared, and the answers examined by Mr. McCulloch; they were very numerous, and many of them difficult. Alif Khan was here again at the head of his division. The *vivâ voce* examination in Zahooree and Anwar Soheli, was conducted by the Principal Sudder Ameen. Three boys in this class had read History, Zahooree, Anwar Soheli, and Geography, with the 1st, but Geometry and Algebra, with the 2nd Division. To one of them, Ramchunder, has been assigned the 5th Scholarship. His answers in Geometry were very good, as well as in Algebra, which these boys had only lately commenced. Amongst the boys of the 2nd Division, who were examined in Geometry, (1st and 2nd Books,) Algebra, Persian-Oordoo, and Oordoo-Persian Translations, Madho Ram, and Bagh-o-Bahar, Hurree Buksh was decidedly the best. His answers in Geography were little inferior to those of Ram Nath, and in Geometry, he was at the

head of his division. The Principal Sudder Ameen was also greatly pleased with his translation and explanation of Madho Ram.

In arranging the studies of the 1st Persian Class, it has hitherto been the Superintendent's constant endeavour to give the boys a sound and practical education, through the medium of the Oordoo language; whilst, therefore, they read the usual Persian text-books, in order to acquire readiness and facility in the use of the Persian language, they at the same time pursued studies precisely similar to those of the 1st English Class. In Geometry, indeed, they had gone beyond that class; they had finished the 6th Book, when the boys of the 1st English Class were still reading it. In Algebra, they were reading Moulvie Kurim Buksh's excellent treatise. They had commenced Goldsmith's History of England, (Oordoo version,) and were also to begin Natural Philosophy. This plan was deemed the more desirable, as the amount of information, contained in the Persian books usually read in Schools and Colleges, was very inconsiderable; and, as from a conversation which the Superintendent recently had with Dr. Sprenger on this subject, it appeared that it would be very difficult, if not impossible, to introduce new class-books. The boys themselves seemed to prefer this system, and manifested an eager desire for acquiring science through the medium of the Oordoo language.

The examination of the English Department was conducted entirely by the Superintendent. The 3rd, 4th and 5th Classes were, with one exception, examined only orally. In the 1st and 2nd Classes, sets of questions were prepared, and the answers returned for the most part in writing. In the *vivâ voce* examination, every boy was examined in different parts of the book which he had read; as a rule, no two boys were questioned from the same page. They were first made to read half a page or more, to ascertain their pronunciation; they were next required to translate what they had read, and were finally examined in the meaning and spelling of words, and, as far as it could be done, in parsing also. In the lowest class, the questions had of course to be put in Oordoo; but in the 4th, and in the 3rd Class, the boys were, as far as possible, questioned in English, in which they also replied.

The 5th English Class was composed of about 36 boys, several of whom were however absent at the time of the examination. The 1st, or highest division, was examined in Reader No. I., Numeration, Addition, and Multiplication Table. Of the five boys of whom this division was composed, three acquitted themselves very creditably. Their pronunciation was distinct and correct, and their reading, translation, and spelling, very satisfactory. They were also well acquainted with Numeration, Addition, and Multiplication; and answered most questions readily and correctly. The other two boys passed less satisfactorily. The 2nd Division, composed of ten boys, was examined in Reader No. 1., page 1 to 68: one boy was absent; of the remainder, six read and translated on the whole very well; their pronunciation was good,

and their spelling very satisfactory. The remaining twenty-one boys were examined in different parts of the Spelling Book. Some of them had entered the Institution lately, and knew spelling only; others had finished their Spelling Book, and read very well.

The boys of the *4th English Class* were examined in Reader Nos. I. and II., Arithmetic as far as Division, and Grammar. The great majority read fluently and correctly; their pronunciation was very good, and reflected great credit on their teacher. Their Translation too was, on the whole, very satisfactory, though some boys made a few mistakes. The Spelling of almost all the boys was excellent. In Grammar, the boys were well acquainted with the tenses and moods of verbs, both in English and Oordoo, and could point out the different parts of speech correctly. In Arithmetic, they had made considerable progress; the majority solved the examples set in Multiplication and Division, very correctly. Altogether the state of the class was highly creditable to its teacher, Baboo Bama Churn Mookerjee.

The students of the *3rd English Class* had read Poetical Reader No. I. with Mr. G. Wiggins; Prose Reader Nos. II. and IV., Geometry, (Euclid, B. 1, prop. 1—18,) Arithmetic (as far as Compound Proportion and Practice,) Geography, (Clift's Asia and Europe,) and Grammar, with Sookdeo Buksh, their Master. In Prose Reader No. IV., Poetical Reader No. I., Geometry, Grammar, and Geography, they passed a *vivâ voce* examination; the answers in Arithmetic they had to write out. The first three boys of this class, viz. Kanhya Mull, Dhanya Mull, and Sheokaran, read and translated very satisfactorily; their pronunciation was, on the whole, very correct, and they evidently understood what they read. Golab Dass read well, but his translation was not quite so good. Among the remaining boys, Amrit Singh acquitted himself very well in Reader No. IV., but failed in Poetry. The spelling of this class was very good. In Grammar, the answers of five boys were very indifferent. Kanhya Mull, who was in every other respect the best of his class, was by no means well acquainted with the tenses and moods of verbs. Dhanya Mull and Sheokaran were somewhat better, but scarcely equal to the boys who occupy a much lower place in the class. In Arithmetic, the boys of the 1st Division had to solve 14 problems in Rule of Three, Compound Rule of Three, and Practice; those of the 2nd Division were examined in Compound Addition, Subtraction, Multiplication, Division, and Reduction. The result of the Mathematical examination was highly satisfactory. Kanhya Mull answered nearly all the questions correctly; he also manifested a very good acquaintance with Geometry. In Geography, the answers of four boys were very satisfactory; they possessed a good knowledge of the Maps of Asia and Europe. If it is taken into consideration that these boys had read English only for about 18 months, that they entered the School with scarcely any previous knowledge, and that as pure Hindoos of the Buneeah caste, they had many difficulties to contend with, the state of the class appeared highly satisfactory.

The Scholars of the 2nd English Class had studied Marshman's Brief Survey (to p. 202), Poetical Reader No. III. (Select pieces), Geography (Africa and America), and Grammar (Syntax), with Mr. Wiggins, the master of this class; Geometry (Euclid, Books I. and II.), Arithmetic (Fractions), and Algebra (Addition and Subtraction), with Sookhdeo Buksh. They had also had frequent practice in translating from Oordoo into English. The Hon'ble Lieutenant-Governor having been pleased to sanction an Anglo-Vernacular Scholarship of Rs. 8 per mensem for this class, the Superintendent gave them a fable from Oordoo Reader No. I., for translation into English, and two pages from Marshman's Brief Survey, for translation into Oordoo. In preparing their English translation, they were informed of the meaning of those words which they had not met with before, but received no further assistance, so that the translation was, properly speaking, their own. The Oordoo translations were examined by the head Moulvee, with special reference to the Oordoo idiom. The two best papers were those of Ajoodhya Pershad and Sohun Lall: none of the other boys had gained 40 marks. In History, the boys read about 200 pages of Marshman's Brief Survey, Part I. The Superintendent gave them 14 questions in the History of Alexander, and the History of Rome to the Punic wars. They were so framed, that the boys could give short answers, as they had had too little practice in writing English, to be able to prepare elaborate papers. Ajoodhya Pershad gained the greatest number of marks, and his answers were nearly all correct; and written in better English than his translation. Jea Lall and Amoluck Chund came next; Jea Lall's answers were pretty correct, but his English was imperfect. Sohun Lall, who is in every respect very nearly equal to Ajoodhya Pershad, was prevented by sickness from taking part in the Historical examination. The examination in Poetry was *vivâ voce*, and consisted in reading, translating, and explaining select pieces from Poetical Reader No. III. Ajoodhya Pershad and Sohun Lall read and translated very well; their explanations were for the most part correct, and they seemed to understand what they had read. Jea Lall, Bunseedhur, and Amoluck Chund, read well. The Mathematical papers of the boys were for the most part very good.

The questions in Arithmetic and Algebra were very numerous. The boys, among whom Ajoodhya Pershad deserves prominent notice, acquitted themselves very well in this branch of their studies. Ajoodhya Pershad, Amoluck Chund, Jea Lall, Bunseedhur and Sohun Lall, the five boys recommended for Scholarships, have joined the Superintendent's Class since the 1st January. The other boys, together with the most advanced of the former 3rd Class, have been promoted to the 2nd Class.

The boys of the *First English Class* had read History of England (Chambers's Educational Course) from the beginning, to the death of Charles I., Goldsmith's "Traveller," and select pieces from Poetical Read-

er No. III. In Algebra, they had advanced as far as Simple Equations. They had also studied Lennie's Grammar, and Ewart's Geography, with the Superintendent. In Geometry, they had studied Euclid, Books II., III. and IV., first with the Superintendent, and afterwards with Mr. McCulloch. They had also translated the first 80 pages of the Oordoo History of India, into English. For the Anglo-Vernacular Scholarship they had to translate pages 107 and 108 of that work into English, and two pages of the English edition of the same book into Oordoo. The two English translations of Radha Bullub and Jeet Mull were by far the best; the former gained 49, the latter 45 marks. Radha Bullub's translation in particular was not only grammatically correct, but also composed in excellent English. Jeet Mull's translation was not quite so good, but highly creditable to a boy who had been in the Institution only little more than two years, and who commenced with the Alphabet. The translations of the other boys were not quite so satisfactory. In English-Oordoo, Mahomud Buksh and Radha Bullub gained the greatest number of marks. The papers were examined by the head Moulvie, with special reference to the Oordoo idiom. Mahomud Buksh was acquainted with Persian and Oordoo when he entered the school; Radha Bullub had studied Oordoo only for about 18 months. In History, the papers of Chogah Mull, Radha Bullub, and Jeet Mull, were the most correct. The questions in Geometry were prepared by Mr. McCulloch. Radha Bullub was at the head of his class in this study also. The examination in Algebra resulted satisfactorily.

The boys passed a *vivâ voce* examination in Poetry, (Goldsmith's Traveller) and Grammar. All of them read and translated very well; they thoroughly understood what they read, and explained the meaning of the writer with great readiness. Their answers in Grammar were also very satisfactory.

On the 1st of December last, Colonel Dixon, Commissioner of Ajmere and Mairwara, accompanied by Captain Showers, Assistant Governor General's Agent, visited the Institution, when some of the boys read their examination papers, and others passed a *vivâ voce* examination.

Minute by Colonel C. G. Dixon.

An opportunity was afforded me, on the 1st December last, in company with Captain Showers, and many of the principal inhabitants of the city, of testing the progress of the students of every class of the Ajmere school. The proficiency marked by each class in each and all departments of the studies, was as gratifying to the Visitors, as it was creditable to the pupils. Indeed viewing the variety extent of the subjects taught, the comparative youthfulness of th stitution, and the satisfactory manner in which the entire examina was passed,—an examination which would have done credit to o the older

Colleges,—the impression on the minds of the Visitors and of myself, was, that the highest commendation was due to Dr. Buch, and his staff, European and Native, through whose zealous and untiring exertions so happy a result had been accomplished.

In reply to the Committee's report, the Hon'ble the Lieutenant-Governor observed with much satisfaction, that a steady increase had taken place in the number of pupils learning the English language. In the latter half year under report, the numbers had increased from 77 to 102, and what was still more gratifying, of the five Persian scholarship-holders, only one was stated not to study English.

His Honor remarked that 13 youths in the lowest class of the School, learnt English, though they had not commenced any Vernacular language. The practice is objectionable. It is a fixed rule of the Anglo-Vernacular Colleges, that English is not taught to any scholars who are not thoroughly grounded in some one of the native languages, or who are, at least, not studying the Vernacular simultaneously with English.

The Lieutenant-Governor attached much importance to the payment of a suitable fee by all the students in the Institution; under its peculiar circumstances, and in consideration of the recent period at which it was established, he was, however, willing to admit a lower rate of fee than prevailed elsewhere. The proposition to fix four annas as the minimum monthly fee, was therefore approved of until further orders. But the Committee were requested to propose a corresponding scale for those youths, whose parents are possessed of means to pay a higher sum.

His Honor did not gather, from the returns submitted, that any entrance fee was now demanded from the students who resort to the Ajmere Institution. The benefit of a uniform demand of this nature, liable to be repeated after a fixed period of unauthorised absence, was formerly impressed on the Committee as likely to improve the regularity of attendance. The Lieutenant-Governor requested that the Committee would take measures for its early introduction. His Honor was willing that the entrance fee should, for the present, be on a moderate scale, and the Committee were authorized to fix such amount as might appear to them proper, reporting the same for the information of Government.

His Honor was pleased to sanction the Scholarships proposed, amounting, as per margin, to Rs. 138 per mensem.

English Department, ...	74
Persian Department, ...	32
Sanscrit Department, ...	32
Rs. ..	138

The Lieutenant-Governor was glad to observe that so much advantage had been taken of the Persian Class, for communicating useful instruction through the medium of the Oordoo and Persian languages. It appeared to His Honor that the range of subjects might be extended, and the benefits to be derived from their study, increased.

With reference to the remarks made respecting improvement in Anglo-Vernacular studies, the Committee will already have observed from the repeated Circular instructions issued by His Honor, that great importance is attached to a facility of accurate and appropriate translation to and from the English and Vernacular languages respectively. The Lieutenant-Governor observed that too much pains could not be taken to guard against carelessness or inaccuracy in this respect.

In conclusion, the Lieutenant-Governor desired to express his general satisfaction with the results reported by the Committee, and his confident expectation that, under Dr. Buch's able superintendence, the Institution would go on steadily advancing both in the number and in the attainments of the students.

Detailed Statement of Receipts and Disbursements of the Ajmere School, during the official year 1853-54.

Detail of Receipts.	*Amount.*	*Amount.*	*Detail of Disbursements.*	*Amount.*	*Amount.*
Separate Fund (Establishment fixed by Govt.)	13,032 0 0		Salary of Principal,	5,167 15 5	
Assignment from Parliamentary Grant,	0 0 0		Ditto of English Teachers,	5,040 0 0	
Ditto from Additional Grant,	0 0 0		Ditto of Oriental ditto,	2,000 15 6	
Refunded charges,	0 0 0		Ditto of Librarian,	120 0 0	
Scholarship allowance, sanctioned by Govt.,	1,272 0 0		Ditto of Establishment,	456 0 0	
Prize allowance, ditto ditto,	150 0 0		Scholarships given in the English Department,	673 0 0	
Special Grants by Government,	451 12 0		Ditto ditto Oriental ditto,	561 0 0	
Discount,	0 0 0		Prizes given in the English Department, Ditto ditto Oriental Ditto,	150 0 0	
Miscellaneous,	0 0 0		Medals bestowed,	0 0 0	
Balance of last year,	219 7 3		Credit in the books of the Collector for vacant Scholarships,	38 0 0	
Aggregate Receipts, as per Statement annexed,	717 11 4		Ditto ditto ditto for vacant appointments, or Officers on leave,	247 1 1	
			Supernumerary Masters,	0 0 0	
			Disbursements under Special Government Grants,	451 12 0	
			Miscellaneous expenses, as per Statement annexed,	770 8 6	
					15,676 4 6
			Balance in hand, 30th April 1854,		166 10 1
Total Receipts, Rs.		15,842 14 7	Total Disbursements, Rs.		15,842 14 7

DR. --{ *Accounts of Receipts and Disbursements of the Separate Funds at the disposal of the Local Committee at Ajmere, during the official year* 1853-54. }--CR.

	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.
Balance of last year, ...	... .	219 7 3	Books purchased, ...	605 8 6	
Fines and forfeitures, ...	1 11 0		Stationery, ...	53 6 6	
Books sold, (and Paper,)...	161 3 4		Postage, (and carriage of Parcels,)	86 0 0	
Discount, ...	0 0 0		Furniture, ...	21 4 6	
Admission fees, ...	0 0 0		Repairs, ...	3 5 0	
Monthly fees, ...	554 13 0				770 8 6
		717 11 4	MISCELLANEOUS.		
Special aid granted by Government, ...	... ...	601 12 0	Appropriation from Special Funds, ...	0 0 0	
Special Fund, ...	... ...	0 0 0	Philosophical apparatus, ...	451 12 0	
			Prize allowance, ...	150 0 0	
					601 12 0
			Balance, ...	... ...	166 10 1
Total Receipts, Rupees	... ...	1,538 14 7	Rupees	... ...	1,538 14 7

THOMASON COLLEGE OF CIVIL ENGINEERING.

THE Civil Engineering College at Roorkee must still be considered as in its infancy, as the germ only of what it is hoped it may become. One of the causes of this, is, the incomplete state of the buildings; others are consequent on the novelty of the undertaking, rendering it necessary to watch carefully its working, and the nature of the wants it is intended to supply.

SENIOR DEPARTMENT.

This department, consisting of Officers of Her Majesty's and the Company's armies, authorised by G. O. G. G., 24th September 1852, was formed at the beginning of the year, and consisted at first of nine students. Of these four had left; there were therefore seven vacancies filled in March last.

For this department a course of reading was pointed out, and facilities given for its pursuit, by granting its members a separate, room in the College for their studies, in which they were assisted by the Assistant Principal and Drawing Master.

The time of year at which they joined, was unfavorable for lessons in Surveying, but the use of the instruments was taught, and, since October, those who have remained, have been engaged in Surveying, and during November and December have been out in camp for that purpose.

Although regular attendance at College was not insisted on, it was encouraged, as far as possible, with reference to the accommodation available, and a journal required, shewing what was done in the way of study each day.

HEAD-QUARTERS OF SAPPERS.

With a view of giving young Officers of Engineers, for the first two years after their arrival in India, the benefit of study at this College, the Head-quarters of the corps of Sappers and Miners, have

been fixed at Roorkee. Hitherto, however, the demand for Engineers, with or without experience and local knowledge, has been so great, that for a long time past there have been no young Officers of Engineers with the Sappers; as however the thorough training of Officers, before calling on them to supervise, and often to organize, large working establishments, and to control heavy expenditure, requiring both local and professional knowledge to prevent waste of money and means, is so clearly a measure of economy, it is hoped that the intention with which the Head-quarters of the Sappers has been brought to Roorkee will soon be carried into effect.

FIRST DEPARTMENT.

In this Department of the College, the Senior Scholar has passed a very satisfactory examination as a Sub-Assistant Civil Engineer, and another also from Bengal has made good progress; but except in these instances, the Principal could not report any marked advance in this class. Three of its members have been already nearly two years in it, and though not wanting in intellectual ability, they do not appear to possess the qualifications required to make good Civil Engineers; and of those who have previously obtained the appointment of Sub-Assistant Civil Engineer from this College, one has been dismissed from the service for inertness.

Captain Oldfield was inclined to think the Mathematical qualifications for entrance into this class, have been set too high, and that the pay as students, and in the subsequent appointment of Sub-Assistant Civil Engineers, is considered rather in the light of a reward for acquisitions made, than as remuneration for work still to be done.

He therefore suggested that the standard of attainments be lowered, and that Spherical Trigonometry and Conic Sections be omitted from the list of subjects required; that the pay be lowered to 30 Rs. per mensem, without reference to the value of former Scholarships, the number of Scholars increased from eight to ten. and a statement required from the persons under whom their education has been conducted, that they are considered to be well adapted, both physically and mentally, for the profession chosen by them.

The standard of acquirements having been thus lowered, he would propose a reduction of the pay granted to men on first leaving College as Sub-Assistant Civil Engineers, which should not exceed 60 Rs. per mensem for two years, after which their advancement might be left to the rules of the department which they may have joined.

He further thought that low pay at starting, with the stimulus of frequent small additions, and a hope of pension after a fixed period of good service, was more profitable to the employée than the same, or

even a much greater amount of money paid out in salaries not so adjusted.

The Lieutenant-Governor approved of the alterations recommended by Captain Oldfield, which were also supported by Colonel Cautley. The standard of attainment required for admission into this class, would, His Honor remarked, be lowered, Spherical Trigonometry and Conic Sections being omitted. The allowance to this class would also be reduced from 40 Rs. to 30 Rs. per mensem, and the number of students increased from eight to ten, by which arrangement a saving of 20 Rs. per mensem would be effected, while the advantages of the class would be more widely extended. The proposal to reduce the salary of Sub-Assistant Engineers for the first two years to 60 Rs. per mensem, subject to increase to 100 Rs., if that period be satisfactorily passed, also met His Honor's approval; but, as it involved a change in general arrangements extending to districts beyond the jurisdiction of these Provinces, and having the sanction of the Supreme Government, the subject was reported for the consideration of the Most Noble the Governor General in Council, who authorized the proposed change.

SECOND DEPARTMENT.

This department, or Soldier's class, had not fallen below the average of acquirements: two of its members were remanded to regimental duty during the course of the year, rather for unfitness than for any gross fault; but the discipline of the class had been on the whole satisfactory. Accounts of the subsequent ill-conduct of at least three of the class of 1852, led the Principal to fear, that where bad habits have been acquired, one year's abstinence from them is insufficient to conquer them, and that in some cases, it is followed by violent and fatal re-action,—an evil which stricter control in the College would have a tendency to increase, rather than to diminish, their College life being, as it were, a stepping-stone between the confinement of regimental life, and the confidence necessarily reposed in the good conduct of an Overseer.

Some cases of men entering the College with infirm health, led the Principal to propose that a certificate of unimpaired constitution should be required from candidates of this class, as sickly men can be only a burthen to the department to which they may be posted, and the duty of an Overseer of works, is one in which the strongest health is but too apt to fail.

Captain Oldfield was also of opinion that married men should not be taken as students, or not in greater proportion than 10 per cent.; and that certificates of good character should be required for the wives as well as husbands. Overseers educated in the College, are, when first appointed, required for employment on new roads, canals, &c.

where there is no accommodation for women and children, and expenses are thus entailed on an Overseer, which he cannot possibly meet.

These suggestions were also approved and sanctioned by his Honor the Lieutenant-Governor.

The course of study in this class had not changed, and the acquirements attained were respectable. Seventeen men had been qualified for employment; two had been remanded, and one was sick at Landour. The full number for this class was 30.

NON-STIPENDIARIES—2ND DEPARTMENT.

The number of non-stipendiaries in this department had increased. Of these, five had obtained appointments, and one had withdrawn. The conduct of this class has likewise been generally satisfactory.

THIRD DEPARTMENT.

In this department the Principal reported marked improvement. Eight of its number obtained employment, and the Principal was in correspondence with Officers of the Department of Public Works and others, for the employment of eight more, who were considered qualified.

During the months of September and October, the progress of this department was much retarded by the prevalence of fever and ague, which, though it did not lead to serious illness, prevented attendance at College, and leave was applied for by many, during those months, and others were induced to stay, only because of the subsistence money they received whilst present. The Principal thought that, if they were all allowed two months leave at this time, even without pay, it would be considered a boon, and with the saving thus effected, the number of students might be increased from 40 to 50. He further thought that when new buildings are completed, this class may with advantage be still more enlarged.

A spirit of emulation is kept up by half-yearly examinations; those who stand highest, get promoted to the Senior division of the Department; whilst those who have been two years at the College, without having become qualified for employment, are dismissed. Captain Oldfield reports that these measures have caused an advance in the average attainments of this class, especially in Surveying and Estimating, the two sciences of most importance to them.

The best trained recruits in this department were from Mr. H. S. Reid's Central, or Model School at Agra, from which 10 or 12 were expected to fill vacancies. The Tahsilee Schools in the neighbourhood of Roorkee supply the rest. In those schools there was also improvement.

Captain Oldfield acknowledged with pleasure the continued zeal of the Assistant Principal, Lieutenant Walker, and of the Head Master, Lieutenant Bingham, whose promotion, as a reward for merit, and to raise his position as the instructor of a Soldier-class, has been graciously accorded by the Hon'ble the Court of Directors. It is essential that the instructor of this class should be a Soldier, and the higher his rank, if otherwise qualified, the better.

Of the Drawing Master, Mr. Scotland, the Principal was also glad to continue to report favorably; as well as of the 1st Native Teacher, Munnoo Lall, whose acquirements and good conduct were noticed prominently, with a view to their meeting eventually with some reward, which shall render his career at least as remunerative, as if he had entered the service as a Sub-Assistant Civil Engineer, instead of as their Teacher.

The Lieutenant-Governor noticed, with great satisfaction, the state of this department, and the favorable opinion of its prospective and extended usefulness. His Honor entirely concurred in the proposal for raising the students in this class from 40 to 50, the increase being so arranged, as not to exceed the monthly sum of Rs. 320, sanctioned by the Hon'ble Court, for the 1st and 2nd Divisions of the department. The holiday during the months of September and October, was approved of.

The Lieutenant-Governor also highly approved of the projected Civil "Engineer's Institute," alluded to in the Principal's report, and trusted that its constitution, and continued activity, may prove an important auxiliary towards the improvement of the students trained at the Roorkee College, and to the general advancement of Engineering science, and its practical adaptation and efficiency in India.

In conclusion, the Lieutenant-Governor expressed his satisfaction, generally, with the results shown by the examination and report, though increased success may be expected from the modified arrangements which have been proposed and authorized.

His Honor recorded his high appreciation of the zealous and able management of the institution by Captain Oldfield, and the efficient support rendered to him by the Assistant Professor, Lieutenant Walker, and the Head Master, Lieutenant Bingham.

His Honor was also happy to observe the favorable testimony borne to the efforts of the Drawing Master, Mr. Scotland, and of the 1st Native Teacher, Munnoo Lall. With regard to the latter, the Lieutenant-Governor would be prepared to give his best consideration to any proposal that may hereafter be made, in order to reward his useful exertions, and to compensate him for not obtaining the advantages which would have been open to him in entering the Executive Department.

MEMORANDUM REGARDING STUDIES OF THE SENIOR DEPARTMENT, C. E. COLLEGE, ROORKEE.

Students of this department to keep journals in the prescribed form; to attend at College daily, (unless engaged in Surveying, or other such exercise,) from 12 to 1, for practice in drawing; and to continue drawing or other study till 3 P. M.

2nd.—Students during their first year will take up such papers given out to the rest of the College, as may come within the limits of their course of study, in order that their progress in them may be noted.

3rd.—Students during their second year will take up the following papers in the June examination, in which subjects the result will be final.

4th.—The number of marks gained for any paper must be at least one-third of the full numbers, and of marks gained on the subjects of examination collectively, half the sum of the total numbers, before a certificate of qualification can be given.

Subjects for final examination in June of 2nd year:—

Arithmetic, ...	100	Full number.
Algebra, ...	100	„
Geometry, ...	100	„
Plane Trigonometry, ...	100	„
Mensuration, ...	100	„
Mechanics, Theoretical, ...	100	„

For these subjects, Cape's, or some equivalent course of Mathematics, will form the text-book.

5th.—In Practical science, marks will be given for the following subjects in June, to mark progress, and in September to obtain final results, which must be, at least, (as in Elementary Mathematics) one-third of the numbers on every subject, and one-half on the whole number of subjects.

Civil Engineering, ...	300	Full number.
Mechanics, Practical Application of, ...	200	„
Estimating, ...	200	„
Drawing, (including from Models,) ...	200	„
Surveying (theory of,)	100	„
Ditto (work done,)	200	„
Designs, ...	300	„

6*th.*—The text-books from which questions will be given, are, in Engineering, Mahan, Chapters 2, 3, 4, 5, 6, 7, and 9, (in Barlow's edition, or the corresponding sections in the American edition.)

Tredgold, Sections I., VII., VIII., and IX., C. E. C. Papers 1, 2, and 5,

Dobson's Art of Building.

Abbott on Bridges.

7*th.*—*Mechanics.* Questions from Tate's Exercises on Mechanics; Tate's Elements of Mechanism; and 1st chapter Wrisbach's Mechanics, 2nd volume.

8*th.*—*Estimating.* Four considerable estimates to be prepared, besides those given as tests at the examination.

9*th.*—*Drawing.* To be judged of by portfolio of drawings drawn at Roorkee, as well as by drawings done in the course of the examination.

10*th.*—*Surveying.* Text-books, Jackson on Military Surveying, and Heather on the Use of Instruments. Practical use of instruments, with their adjustments, to be learned at the College; and after this knowledge has been thoroughly attained by the student, an area of two square miles must be surveyed trigonometrically, the principal roads and boundaries traversed, and the minor details filled in, partly with plane table, and partly with compass, the ground to be sketched in the field, and a fair map executed of the whole.

11*th.*—*Levelling.* After acquisition of complete knowledge of the instrument to be used, three miles in length are to be levelled, returning to starting point, with cross levels at every quarter mile, extending to half a mile on each side of the line first levelled.

Also two miles of canal-levelling, with cross-levels at intervals of 100 feet, and calculations given of earth-work in a canal of given dimensions, two miles in length.

12*th.*—*Designs.* One of a road, through the area previously surveyed, with designs for the drains and bridges required, with estimate of the same, as well as of the earth-work required.

One of a Barrack, suited to the climate of Roorkee, for 100 men.

One of a Bridge of five arches over a river, whose section is given.

Result of the Annual Examination of the Civil

1st English

No.	Names in Order of merit, according to Department.	Date of Joining.	Arithmetic.	Algebra.	Geometry.	Plane Trigonometry.	Use of Instruments.	Civil Engineering.	Mensuration.
	Full Marks.		100	100	100	100	50	200	100
									1st Depart-
1.	Modoosudun Chatterjee,	18th Novr. 1852,	71	73	58	68	39	92	42
2	Mr. Cawood, ...	1st July 1852,	41	46	61	61	50	42	59
3	Uzmuth-oollah, ...	1st July 1852,	69	55	47	39	17	38	19
4	Rampershad, ...	1st July 1852,	76	42	55	44	26	30	17
									Non-Stipendiaries,
1	Mr. Nuthall,...	8th Novr. 1852,	77	62	24	30	35	55	10
2	„ Garbett, ...	4th Jany. 1853,	63	27	18	22	48	73	33
3	„ H. Scott, ...	1st Jany. 1853,	72	31	27	22	35	10	48
4	„ Bean, ...	17th Novr. 1851,	19	15	7	19	35	41	22
5	„ Carte, ...	— Jany. 1852,	87	12	10	31	42	16	15
6	„ Clarke, ...	1st May 1852,	Absent.	32	10	34	30	12	22
7	„ Hanna, ...	19th June 1853,	25	13	14	10	39	0	14
8	„ G. Swetenham, ...	25th Octr. 1852,	0	0	0	0	0	Absent on	
									2nd Depart-
1	Mr. Riley, ...	21st Decr. 1852,	75	33	23	16	39	47	26
2	„ Geddes, ...	19th Jany. 1853,	82	26	35	53	29	24	59
3	„ Atkinson, ...	Ditto,	62	11	21	24	22	33	30
4	„ Daggun, ...	Ditto,	50	2	24	21	16	23	45
5	„ Cox,...	2nd Feb. 1853,	40	0	33	11	18	26	5
6	„ McNeil, ...	8th April 1852,	23	4	10	21	17	16	14
7	„ Brien, ...	11th Feb. 1853,	44	4	22	34	22	0	30
8	„ Fitzhenry, ...	11th April 1852,	21	9	20	33	17	21	14
9	„ Brady, ...	19th Jany. 1853,	28	2	5	13	12	0	8
10	„ Charlton, ...	11th Feb. 1853,	19	0	3	16	17	4	8
11	„ Montgomery,... ...	21st Decr. 1852,							
12	„ McGaffin, ...	14th Feb. 1853,	0	0	0	0	0	Absent on	
13	„ McGilvray, ...	7th April 1853,							
									Non-Stipendiaries,
1	Mr. C. Polites, ...	17th Octr. 1853,	51	14	22	42	0	45	36
2	„ Sharpe, ...	1st Jany. 1853,	18	5	16	22	12	15	19
3	„ Sinclair, ...	10th Jany. 1853,	33	11	27	23	4	4	25
4	„ Falkland, ...	31st Jany. 1853,	45	14	21	21	5	10	20
5	„ Nicholson, ...	1st Augt. 1852,	28	12	15	18	12	8	8
6	„ Douglas, ...	7th April 1851,	33	6	21	27	0	4	11
7	„ Bell, ...	5th Sept. 1853,	25	20	10	0	0	0	10
8	„ J. Finn, ...	13th July 1853,	28	7	18	0	0	0	9
9	„ E. Finn, ...	13th July 1853,	23	0	0	0	0	0	0

Engineering College at Roorkee, in November 1853.

DEPARTMENT.

Oordoo.	Surveying.	Analyses, &c.	Mechanics, Paper I.	Mechanics, Paper II.	Drawing.	Estimating. House.	Estimating. Bridge.	Actual Survey.	Designs.	Total.	Prizes.
100	100	100	100	100	200	100	100	150	200	2,000	

MENT.

27	55	78	78	62	125	50	25	85	50	1,076	Mathematics.
75	38	38	65	25	170	89	33	80	60	1,033	Drawing prize not given, having been already once received.
88	25	54	71	48	140	47	15	50	30	852	
90	20	24	41	43	115	98	24	45	0	790	

1ST DEPARTMENT.

13	22	17	48	5	140	58	48	140	100	893	Mathematics.
45	38	12	14	0	150	95	42	120	75	875	Civil Engineering.
15	32	2	11	0	120	100	25	140	80	770	
20	40	8	6	0	105	82	53	140	125	737	Surveying.
84	14	4	12	0	160	81	24	90	0	632	
75	15	8	13	0	165	35	25	90	0	566	Drawing.
5	2	4	13	0	135	40	43	85	0	442	
leave.		0	0	0	0	0	0	0	0	0	

MENT.

44	10	5	28	0	155	56	17	80	0	654	Drawing.
55	22	0	17	0	180	Absent.	29	80	0	641	Mathematics & Oordoo.
24	10	0	31	0	135	89	26	70	0	588	
10	2	0	14	0	140	88	64	75	0	569	Estimating.
12	13	0	16	0	145	66	34	75	0	494	
17	15	0	18	0	110	35	29	60	0	389	
10	0	0	2	0	115	Absent.	29	75	0	387	
25	0	0	19	0	115	20	10	80	0	354	
32	0	0	0	0	105	Absent.	3	70	0	278	
25	3	0	11	0	90	5	0	30	0	231	
sick leave.			0	0	0	0		0	0	0	

2ND DEPARTMENT.

10	8	24	34	0	125	66	14	30	0	521	Mathematics.
45	15	0	10	0	160	39	18	70	0	454	Drawing.
86	10	4	3	0	120	81	12	40	0	433	
52	2	0	23	0	110	19	0	60	0	402	
88	8	0	4	0	120	35	0	40	0	396	
65	7	11	4	0	115	48	7	40	0	359	
62	0	0	0	0	105	45	9	0	0	294	
35	0	0	0	0	120	45	5	0	0	267	
10	0	0	0	0	90	6	12	0	0	141	

Establishment of the Civil Engineering College, Roorkee, on the 31st December 1853.

Names.	*Designation.*	*Amount of Salary.*	*Date of Appointment.*
Capt. J. R. Oldfield, ..	Principal, ...	600 0 0	1st March 1852.
Lieut. E. Walker, ..	Assistant Principal, ..	300 0 0	1st Sept. 1852.
Lieut. H. Bingham, ..	Head Master, ...	400 0 0	24th Jany. 1848.
Mr. W. Scotland, ..	Drawing Master, ..	250 0 0	8th Jany. 1848.
Sergt. J. Gilchrist, ..	Asst. to Head Master,	120 0 0	16th Decr. 1852.
Munnoo Lall, ...	Native Teacher, ...	120 0 0	1st March 1848.
Beharee Lall, ...	Ditto ditto, ..	50 0 0	10th Jany. 1848.
(Vacant,)	Ditto ditto, .. .	40 0 0	
Mr. H. Horst, ...	Librarian, ...	50 0 0	6th Decr. 1852.
Ditto, ...	English Writer, ...	20 0 0	1st Decr. 1853.
Authorized 18th December 1847, 20th June 1850, and 17th January 1853,	Surveying Establishment, ...	126 0 0	Various.
	Other Servants, ...	24 0 0	
	Barrack Servants, ..	95 0 0	

Abstract of Students on the Rolls of the Civil Engineering College, Roorkee, on the 30th November 1853.

Department.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
1st Department, ...	1	1	3	0	5
1st Ditto, Non-Stipendiary, ...	10	0	0	0	10
2nd Department, ..	20	0	0	0	20
2nd Ditto, Non-Stipendiary, ...	12	0	0	0	12
3rd Ditto, Senior Division, ...	0	3	2	0	5
3rd Ditto, Junior Ditto,	0	19	10	0	29
			Grand Total, ..		81

Detail of Studies pursued in the Civil Engineering College, Roorkee.

Number of Students Studying.

English.				*Oordoo.*			*Hindee.*					
Only.	With Oordoo only.	With Oordoo and Persian, or Arabic.	With Hindee or Sanscrit.	Only.	With Persian or Arabic.	With Hindee or Sanscrit.	Only.	With Sanscrit.	With Persian or Arabic.	Persian.	Arabic.	Sanscrit.
0	47	0	0	34	0	0	0	0	0	0	0	0

Statement of Admissions, Withdrawals, &c. during 1853, *in the Civil Engineering College, Roorkee.*

Particulars.	*Christians.*	*Mahomedans.*	*Hindoos.*	*Others.*	Total.
Number on the Rolls, at the commencement of the Session, ...	16	29	16	0	61
Ditto of new admissions, ..	24	4	8	0	36
Ditto of re-admissions, ...	0	2	0	0	2
Ditto of appointments, ...	24	5	3	0	32
Ditto of withdrawals, ...	2	5	2	0	9
Ditto of expulsions, ...	0	0	1	0	1
Ditto of dismissals, ...	2	4	2	0	8
Ditto of death or protracted sickness, ...	0	0	0	0	0
Ditto on Rolls at the end of the Session, ...	12	21	16	0	49
Daily average attendance, ..	25¼	31¼		0	56¼

Statement of Attendance during 1853, *in the Civil Engineering College, Roorkee.*

Average number on the Rolls, ...	81
Average attendance, ...	56¼
Proportion per cent. of attendance to the average number on the Rolls,	70

List of Students who came from a distance to be educated in the Civil Engineering College, Roorkee, during 1853.

No.	Name.	Class.	Place of Abode.	Remarks.
1	Nilmuni Mittra, ...	1st Department Stipendiary,	Calcutta.	
	A. Cawood, ...	Ditto,	Moradabad.	
	Uzmutoollah, ...	Ditto,	Bareilly.	
	Rampershad, ...	Ditto,	Ditto.	
5	Madhosoodun, ...	Ditto,	Dhumatha, Burdwan.	
	E. Swetenham, ...	1st Dept. N. S.,	Mussoorie.	
	C. E. Wheatley, ...	Ditto,	Jullunder.	
	W. Carte, ...	Ditto,	Simla.	
	L. H. Clarke, ...	Ditto,	Ditto.	
10	G. Swetenham, ...	Ditto,	Mussoorie.	
	H. Nuthall, ...	Ditto,	Lahore.	
	H. Scott, ...	Ditto,	Mussoorie.	
	H. Garbett, ...	Ditto,	Meerut.	
	S. Hanna, ...	Ditto,	Lahore.	
15	Corporal D. Logan, ..	2nd Department,	Mooltan.	
	Bombardier W. Fitzhenry, ...	Ditto,	Cawnpore.	
	Private J. McNeil, ..	Ditto,	Agra.	
	Corporal C. Montgomery, ...	Ditto,	Meerut.	
	Corporal J. Riley, ..	Ditto,	Ditto.	
20	Corporal J. Graham, ..	Ditto,	Ditto.	
	Bombardier J. Clark, ..	Ditto,	Umritsur.	
	Gunner J. Mole, ...	Ditto,	Umballa.	
	Sergeant M. Daggun, ..	Ditto,	Sealkote.	
	Corporal F. McIverney,	Ditto,	Ditto.	
25	„ P. Brady, ...	Ditto,	Ditto.	
	„ J. Geddes, ...	Ditto,	Ditto.	
	„ J. Atchison, ..	Ditto,	Ditto.	
	Gunner J. Young, ..	Ditto,	Ditto.	
	Bombardier G. Cox, ..	Ditto,	Peshawur.	
30	Ditto W. Moran, ...	Ditto,	Ditto.	
	Sergeant Charlton, ..	Ditto,	Sealkote.	
	Gunner J. Brien, ...	Ditto,	Ditto.	
	Private W. McGuffin, ..	Ditto,	Umritsur.	
	Sergeant McGilvray, ..	Ditto,	Meerut.	
35	Jas. Todd, ...	2nd Dept. N. S.	Mussoorie.	
	Thos. Bradshaw, ...	Ditto,	Muttra.	
	J. Douglas, ...	Ditto,	Mussoorie.	
	Thos. Fraser, ...	Ditto,	Dehra.	
	K. Nicholson, ...	Ditto,	Goruckpore.	
40	W. Sharpe, ...	Ditto,	Meerut.	
	T. Falkland, ...	Ditto,	Agra.	
	R. A. Bell, ...	Ditto,	Shahjehanpore.	
	Charulompus Polites, ..	Ditto,	Ionian Isles.	
	Abdool Hafeez, ...	3rd Dept. S. Div.	Deobund.	

No.	Name.	Class.	Place of Abode.	Remarks.
45	Balmookund, ...	3rd Dept. S. Div.	Kwarce.	
	Kazim Ali, ...	Ditto,	Mundavun, Bijnour.	
	Abdool Rahman, ...	Ditto,	Bareilly.	
	Guneshee Lall, ...	Ditto,	Saharunpore.	
	Girdharee Lall, ...	Ditto,	Bareilly.	
50	Shaikh Ahmud, ...	Ditto,	Deobund.	
	Mahboob Buksh, ...	Ditto,	Nehtour, Bijnour.	
	Abdoollah, ...	Ditto,	Deobund.	
	Ukhber Beg, ...	Ditto,	Dehlie.	
	Mulook Chund, ...	Ditto,	Beesulpore, Bareilly.	
55	Mooshtak Ahmud, ..	3rd Dept. J. Div.,	Deobund.	
	Wahee-ood-deen, ...	Ditto,	Ditto.	
	Ali-ood-deen, ...	Ditto,	Keerutpore, Bijnour.	
	Sheopershaud, ...	Ditto,	Kotah Munth.	
	Hubeeb Hussun, ...	Ditto,	Rampore, Saharunpore.	
60	Fyz-oollah Khan, ...	Ditto,	Jeloun, Bijnour.	
	Abbas Ali, ...	Ditto,	Natour, Bijnour.	
	Mahomed Buksh, ..	Ditto,	Chundpore, Do.	
	Gholam Hossein, ...	Ditto,	Inampore, Do.	
	Kulyan Rai, ...	Ditto,	Bugra, Mozuffurnugger.	
65	Niaz Hoossein, ...	Ditto,	Petunharee, Bijnour.	
	Shunker Lall, ...	Ditto,	Deobund.	
	Dilla Ram, ...	Ditto,	Dehlie.	
	Zumeer-ood-deen, ..	Ditto,	Mudavun, Bijnour.	
	Ibraheem Khan, ...	Ditto,	Sullom, Lucknow.	
70	Yusoof Beg, ...	Ditto,	Kotha, Bijnour.	
	Abid Hussun, ...	Ditto,	Mudavan, Bijnour.	
	Hussun Ali, ...	Ditto,	Serdhani, Bijnour.	
	Koondun Lall, ...	Ditto,	Nujeebabad, Bijnour.	
	Khyalee Ram, ...	Ditto,	Agra.	
75	Jowahir Singh, ...	Ditto,	Deobund.	
	Sadak Ali, ...	Ditto,	Bareilly.	
	Ahmud Meer, ...	Ditto,	Dehlie.	
	Shunker Lall, ...	Ditto,	Deobund.	
	Purvarush Ali, ...	Ditto,	Sufferpore, Saharunpore.	
80	Mohib Ali, ...	Ditto,	Natour, Bijnour.	
	Mirza Jan, ...	Ditto,	Dehlie.	
	Bcharee Lall, ...	Ditto,	Deobund.	
	Fyzal Khan, ...	Ditto,	Dehlie.	
	Nizam-ood-deen, ...	Ditto,	Jugadur, Umballa.	

No.	Name.	Class.	Place of Abode.	Remarks.
85	Motee Lall, ...	3rd Dept. J. Div.	Bareilly.	
	Modai Lall, ...	Ditto,	Furreedpore, Do.	
	Bans Gopal, ...	Ditto,	Surava, Etawah.	
	Jowahir Lall, ...	Ditto,	Agra.	
	Munsub Roy, ...	Ditto,	Nunota, Saharunpore.	
90	Shiv Narain, ...	Ditto,	Munglour, Do.	
	Mudud Hussun, ...	Ditto,	Serdhahi, Bijnour.	
	Jumna Dass, ...	Ditto,	Saharunpore.	
	Moula Bux, ...	Ditto,	Deobund.	
	Mubcebool Rahman, ..	Ditto,	Thana Bhumun, Mozuffurnuggur.	
95	Mouladad Khan, ...	Ditto,	Dehlie.	
	Shunker Lall, ...	Ditto,	Munglour, Saharunpore.	

List of Students belonging to the Civil Engineering College, Roorkee, who obtained Employment during the year 1853.

No.	Name.	Class.	Nature of Employment.	Salary.
1	Nilmuni Mittra, ...	1st Department.	Passed examination as Sub-Assistant Civil Engineer, ..	100 Rs. per mensem.
	Mr. E. Swetenham, ..	Ditto Non-Stipendiary.	Asst. Civil Engineer, Punjab,	150 Rs.
	„ H. Nuthall, ...	Ditto,	Asst. Supt. Rohilcund Embankmente, ...	200 Rs.
	„ J. Graham, ...	2nd Department.	Asst. Overseer, Dept. P. W., S. E. P., ..	60 Rs. per mensem and upwards.
5	„ J. Mole, ...	Ditto,	Do. C. E. Dept., Punjab, ..	
	„ J. Young, ...	Ditto,	Ditto Ditto, ..	
	„ J. Clarke, ...	Ditto,	Ditto Ditto, ..	
	„ T. McIverney, ..	Ditto,	Ditto Ditto, ..	
	„ J. Riley, ...	Ditto,	Ditto Ditto, ..	
10	„ J. Geddes, ...	Ditto,	Ditto Ditto, ..	
	„ J. Atchison, ...	Ditto,	Do. Roorkee Workshops, ..	
	„ M. Daggun, ...	Ditto,	Do. C. E. Department, Punjab, ...	
	„ G. F. Cox, ...	Ditto,	Ditto Ditto, ..	
	„ J. McNeil, ...	Ditto,	Ditto Ditto, ..	

No.	Name.	Class.	Nature of Employment.	Salary.
15	Mr. J. Brien, ...	2nd Department,	Asst. Overseer, C. E. Department, Punjab, ...	60 Rs. per mensem and upwards.
	„ W. FitzHenry, ..	Ditto,	Ditto Ditto, ..	
	„ P. Brady, ...	Ditto,	Do. G. T. Road.	
	„ J. Charlton, ...	Ditto,	Ditto Ditto, ..	
	„ C. Montgomery, ..	Ditto,	Ditto Ditto, ..	
20	„ W. McGuffin, ...	Ditto,	Do. C. E. Department, Punjab, ...	
	„ J. Todd, ...	Do. Non-Stipendiary,	Ditto Ditto, ..	75 Rs. and upwards.
	„ T. Bradshaw, ...	Ditto,	Ditto Ditto, ..	
	„ T. Fraser, ...	Ditto,	District Road Surveyor, Saharunpore,	
	„ C. Polites, ...	Ditto,	Asst. Overseer, C. E. Dept., Punjab, ..	
25	„ W. Sharpe, ...	Ditto,	Ditto Ditto, ..	
	„ D. Sinclair, ...	Ditto,	Sub-Asst. Overseer, Survey Department, Rohilcund, ..	
	Kasim Alee, ...	3rd Department,	Do. Dept. P. Works, N. W. P.	30 to 35 Rs. per mensem.
	Guneshi Lall, ...	Ditto,	Asst. Drawing Master, C. E. College, ..	
	Girdharee Lall, ...	Ditto,	Sub-Asst. Overseer, 1st Div. G. Canal, ..	
30	Abdoollah, ...	Ditto,	Do. Dept. P. Works, Lahore,	
	Ukhbur Beg, ...	Ditto,	3rd Native Teacher, C. E. College, ..	
	Mooshtak Ahmed, ...	Ditto,	Draftsman, Office of Supdt. Canals, N. W. P.,	
	Ahmed Meer, ...	Ditto,	Sub-Asst. Surveyor, Office of Supt. Embkts., Rohilcund, ..	
34	Dilla Ram, ...	Ditto,	Draftsman, Office of Supt. Canals, N. W. P., ..	

Annual Examination Return of the Students in the

Class.	*Abstract of the Studies of the year.*	*Number on Roll.*	*Name of Student.*	*Religion or Caste.*	*Age at the time of Admission.*
					1st Depart-
1st Department.	Wasbach's Mechanics, in parts, C. E. C. Paper No. 2, Mahan's Civil Engineering, Tredgold's Carpentry, Abbott on Bridges, Heather's Instruments, Dobson's Art of Building, Tate's Exercises on Mechanics and Elements of Mechanism, Simm's Mathematical Instruments, Paper on Earth-work, Baker's Surveying, Surveying by Prismatic Compass, Theodolite, Levelling, Trigonometrical Surveying, Estimates, Designs of Bridges, &c., Drawing.	5	Nilmuni Mittra, ...	Kayuth, ..	21
		6	A. Cawood, ...	Christian, ..	18
		7	Uzmuth-oollah, ...	Sheikh, ..	22
		8	Ram Pershad, ...	Kayuth, ..	22
		10	Modoosoodun, ...	Brahmin, ..	22
					Non-Stipen-
		3	Mr. E. Swetenham, ..	Christian,	17
		7	„ L. Bean, ...	Ditto, ..	17
		8*	„ C. E. Wheatley, ..	Ditto, ..	18
		10	„ W. Carte, ...	Ditto, ..	18
		12	„ L. H. Clarke, ..	Ditto, ..	20
		13	„ G. Swetenham, ..	Ditto, ..	15
		14	„ H. Nuthall, ...	Ditto, ..	17
		15*	„ H. Scott, ...	Ditto, ..	17
		16*	„ H. Garbett, ...	Ditto, ..	17
		17	„ S. Hanna, ...	Ditto, ..	19

N. B.—Those marked thus*

Civil Engineering College of Roorkee, for the year 1853.

Date of Admission.	Attendance. *Present.*	*Absent.*	*Leave.*	*Holiday.*	*Total.*	*Per-centage of Attendance on working days.*	Marks gained. *Aggregate of full numbers in all subjects.*	*Total of numbers gained.*	Remarks.
MENT.									
3rd Mar. 1851,	245	0	28	61	334	89·78	0	0	Passed the examination for Sub-Asst. Civil Engineer.
18th May 1852,	224½	4	44½	61	334	82·23	2000	1033	Prize for Drawing.
18th June 1852,	250	2	21	61	334	91·57	0	852	
Ditto,	221	7	45	61	334	80·95	0	790	
18th Nov. 1852,	258	0	15	61	334	94·51	0	1076	Prize for Mathematics.
DIARIES.									
31st Mar. 1851,	Record incomplete.							0	Appointed as Asst. Civil Engineer, Punjab, in 1853.
17th Nov. 1851,								737	Prize for Surveying.
28th Decr. 1851,								0	Left with an intention of proceeding to New Zealand.
Jany. 1853,								632	
1st May 1852,								566	Prize for Drawing.
Oct. 1852,								0	Absent on leave.
Nov. 1852,								893	Prize for Mathematics. Appointed Assistant Supdt. Embankments, Rohilcund.
Jany. 1853,								770	
Jany. 1853,								875	Prize for Civil Engineering.
19th June 1853,								442	

are qualified for employment.

Annual Examination Return of the Students in the Civil

Class.	*Abstract of the Studies of the year.*	*Number on Roll.*	*Name of Student.*	*Religion or Caste.*	*Age at the time of Admission.*
				2ND DEPART-	
2ND DEPARTMENT.	Geometry, Algebra, Application of Algebra to Geometry, Plane Trigonometry, Mensuration, Exercises on Mechanics, (Tait,) Building Materials, (Papers C. E. C.,) Strength of Materials, (Papers C. E. C.,) Dobson's Art of Building, Abbott on Bridges, Surveying and Levelling, (Field Work,) Heather on the Use of Mathematical Instruments, Baker's Surveying, Boileau's Traverse Tables, Calculating Estimates, Hindoostanee Dialogues, Reading and Writing the modified Persian character.		Corporal D. Logan, ..	Christian,	31
			Bombr. W. Fitzhenry,	Ditto, ..	26
			Private J. McNeil, ..	Ditto, ..	30
			Corpl. C. Montgomery,	Ditto, ..	28
			„ J. Riley, ...	Ditto, ..	26
			„ J. Graham, ...	Ditto, ..	25
			Bombr. J. Clarke, ..	Ditto, ..	29
			Gunner J. Mole, ...	Ditto, ..	31
			Sergeant M. Daggun, ..	Ditto, ..	27
			Corpl. T. McIverney, ..	Ditto, ..	32
			„ P. Brady, ...	Ditto, ..	36
			„ J. Geddes, ...	Ditto, ..	29
			„ J. Atchison, ..	Ditto, ..	29

Engineering College of Roorkee, for the year 1853—*(continued.)*

Date of Admission.	Attendance. Present.	Absent.	Leave.	Holiday.	Total.	Per-centage of Attendance on working days.	Marks gained. Aggregate of full numbers in all subjects.	Total of numbers gained.	Remarks.
MENT.									
6th Jany. 1852,	198	32	0	43	273	86·08	2000	0	Remanded to his Regiment.
11th April 1852,	229	53	0	52	334	81·2	0	354	Appointed to C. E. Department, Punjab.
8th April 1852,	256	26	0	52	334	90·78	0	389	Ditto ditto.
21st Decr. 1852,	110	67	122	35	334	39·	0	0	Sick at Landour; since appointed to Grand Trunk Road.
Ditto,	257	25	0	52	334	91·13	0	654	C. E. Department, Punjab; drawing Prize.
Ditto,	135	42	0	35	212	76·27	0	0	Assistant Overseer S. E. P., prior to Annual Examination.
29th Decr. 1852,	222	16	0	45	283	96·27	0	0	Ditto C. E. Department, Punjab, ditto.
Ditto,	222	16	0	45	283	96·27	0	0	Ditto ditto.
20th Jany. 1853,	249	17	0	49	315	93·6	0	569	C. E. Department, Punjab; prize for Estimating.
Ditto,	197	25	0	42	264	88·73	0	0	Assistant Overseer C. E. Department, Punjab, prior to Annual Examination.
Ditto,	238	27	1	49	315	89·47	0	278	Appointed to Grand Trunk Road.
Ditto,	230	36	0	49	315	86·46	0	641	C. E. Department, Punjab; prize for Mathematics and Oordoo.
Ditto,	213	23	30	49	315	80·07	0	588	Appointed to Roorkee Workshops.

Annual Examination Return of the Students in the Civil

Class.	*Abstract of the Studies of the year.*	*Number on Roll.*	*Name of Student.*	*Religion or Caste.*	*Age at the time of Admission.*
				2ND DEPART-	
2ND DEPARTMENT—(*continued.*)	Geometry, Algebra, Application of Algebra to Geometry, Plane Trigonometry, Mensuration, Exercises on Mechanics, (Tait,) Building Materials, (Papers C. E. C.,) Strength of Materials, (Papers C. E. C.,) Dobson's Art of Building, Abbott on Bridges, Surveying and Levelling, (Field Work,) Heather on the Use of Mathematical Instruments, Baker's Surveying, Boileau's Traverse Tables, Calculating Estimates, Hindoostanee Dialogues, Reading and Writing the modified Persian character.		Gunner J. Young, ..	Christian,	23
			Bombardier G. Cox, ..	Ditto,	26
			„ W. Moran,	Ditto,	25
			Sergeant Charlton, ..	Ditto,	27
			Gunner J. Brien, ..	Ditto,	27
			Private W. McGuffin, ..	Ditto,	26
			Sergeant McGilvray, ..	Ditto,	27
				NON-STIPEN-	
			Jas. Todd, ...	Christian,	19
			Thos. Bradshaw, ...	Ditto,	20
			J. Douglas, ...	Ditto,	18
			Thos. Fraser, ...	Ditto,	18
			R. Nicholson, ...	Ditto,	19
			W. Sharpe, ...	Ditto,	19
			T. Falkland, ...	Ditto,	19

Engineering College of Roorkee, for the year 1853—*(continued.)*

Date of Admission.	Attendance. *Present.*	*Absent.*	*Leave.*	*Holiday.*	*Total.*	*Per-centage of Attendance on working days.*	Marks gained. *Aggregate of full numbers in all subjects.*	*Total of numbers gained.*	Remarks.
MENT—*(continued.)*									
20th Jany. 1853,	200	22	0	42	264	90·09	0	0	Asst. Overseer C. E. Dept., Punjab, prior to Annual Examination.
2nd Feb. 1853,	247	8	0	47	302	96·86	0	494	Appointed to C. E. Dept., Punjab.
2nd Feb. 1853,	80	18	0	21	119	81·63	0	0	Remanded to his Regiment.
12th Feb. 1853,	212	35	0	45	292	85·83	0	231	Appointed to G. T. Road.
12th Feb. 1853,	220	27	0	45	292	89·06	0	387	Appointed to C. E. Dept., Punjab.
15th Feb. 1853,	112	85	57	36	290	44·09	0	0	Sick at Landour during Annual Examination: since appointed to C. E. Dept., Punjab. Prize for best note-book.
7th April 1853,	108	45	57	28	238	51·42	0	0	Sick at Landour.
DIARIES.									
13th Jany. 1850,	73	25	39	22	159	53·21	0	0	C. E. Dept., Punjab, June 1853.
13th Feb. 1851,	99	6	32	22	159	72·62	0	0	Ditto ditto.
7th April 1851,	169	26	101	38	334	57·09	0	359	
1st June 1852,	162	24	4	37	227	85·26	0	0	Supt. of Roads, Saharunpore, prior to Annual Examination, August 1853.
1st Aug. 1852,	250	31	1	52	334	88·65	0	396	
1st Jany. 1853,	254	21	7	52	334	90·07	0	454	C. E. Dept., Punjab. Prize for Drawing.
1st Feb. 1853,	225	17	14	47	303	87·89	0	402	Withdrawn to go to Calcutta.

Annual Examination Return of the Students in the Civil

Class.	Abstract of the Studies of the year.	Number on Roll.	Name of Student.	Religion or Caste.	Age at the time of Admission.
				NON-STIPENDI-	
2ND DEPARTMENT—(continued.)	(See preceding page.)		A. Webb, ...	Christian,	19
			E. Trotter, ...	Ditto,	25
			D. Sinclair, ...	Ditto,	18
			Jas. Finn, ...	Ditto,	17
			E. Finn, ...	Ditto,	16
			R. A. Bell, ...	Ditto,	18
			C. Polites, ...	Ditto,	22
				3RD DE-	
3RD DEPARTMENT, SENIOR DIVISION.	Exercises in Arithmetic, Algebra, Geometry, Mensuration, Trigonometry and Logarithms; Tate's Exercises on Mechanics to p. 33; Hutton's Statics, Resolution of Forces and Mechanical Powers, C. E. C. Papers No. II; Abbott on Bridges; Paper on Earth-work; Surveying by Chain Compass, Plane Table & Theodolite, Levelling, Traverses, Drawing and Estimating.	5	Abdool Hafeez, ...	Sheikh,	17
		6	Balmokund, ...	Brahmin,	216-
		9	Kazim Ally, ...	Syud,	18

Engineering College of Roorkee, for the year 1853—*(continued.)*

Date of Admission.	Attendance. *Present.*	*Absent.*	*Leave.*	*Holiday.*	*Total.*	*Per-centage of Attendance on working days.*	Marks gained. *Aggregate of full numbers in all subjects.*	*Total of numbers gained.*	Remarks.
ARIES—*(continued.)*									
18th May 1853,	30	18	0	8	56	62·5	0	0	In Employment at Roorkee; attendance only occasional.
6th July 1853,	25	13	0	6	45	64·1	0	0	Ditto ditto.
10th Jany. 1853,	At drawing classes only.							433	Ditto; appointed Sub-Assist. Surveyor, Rohilcund.
13th July 1853,	120	1	0	20	141	99·17	0	267	
13th July 1853,	121	0	0	20	141	100	0	141	
5th Sept. 1853,	75	0	0	12	87	100	0	294	
17th Oct. 1853,	44	0	0	7	51	100	0	521	Appointed to C. E. Department, Punjab. Prize in Mathematics.
PARTMENT.									
19th Sept. 1850,	65	·3	10	18	96	83·33	0	0	Sent to Mr. Dodsworth for practice in Surveying on the 3rd November 1852, & returned 27th June 1853; withdrawn 30th September 1853.
19th Jany. 1851,	0	0	0	0	0	0	0	0	Sent to Mr. Dodsworth 3rd Nov. 1852; withdrawn 25th Jany. 1853.
16th July 1851,	0	0	0	0	0	0	0	0	Sent to Mr. Dodsworth 3rd Nov. 1852; appointed Sub-Asst. Overseer, D. W. P., 8th March 1853.

Annual Examination Return of the Students in the Civil

Class.	Abstract of the Studies of the year.	Number on Roll.	Name of Student.	Religion or Caste.	Age at the time of Admission.
				3RD DEPART-	
STUDENTS STUDY. IN S. D.] 3RD DEPARTMENT, SENIOR DIVISION—*(continued.)*	Exercises in Arithmetic, Algebra, Geometry, Mensuration, Trigonometry and Logarithms; Tate's Exercises on Mechanics to p. 33; Hutton's Statics, Resolution of Forces and Mechanical Powers, C. E. C. Papers No. II.; Abbott on Bridges; Paper on Earthwork, Surveying by Chain Compass, Plane Table and Theodolite; Levelling, Traverses, Drawing and Estimating.	11	Abdoor Rahman, ..	Sheikh, ..	19
		12	Guneishee Lall, ...	Kyuth, ..	19
		13	Girdharee Lall, ...	Khuttre, ..	18
		14	Sheikh Ahmed, ...	Sheikh, ..	19
		15	Mahboob Bux, ...	Sheikh, ..	18
		16	Abdoollah, ...	Ditto,	19
		17	Ackber Beg, ...	Mogul, ..	21
		18	Mulookchund, ...	Kyuth, ..	20
				SENIOR	
	(Studies as above.)	42	Abdoollah, ...	Sheikh, ..	19
		45	Mooshtak Ahmed, ..	Ditto,	21

Engineering College of Roorkee, for the year 1853—*(continued.)*

Date of Admission.	Attendance.					*Per-centage of Attendance on working days.*	Marks gained.		Remarks.
	Present.	*Absent.*	*Leave.*	*Holiday.*	*Total.*		*Aggregate of full numbers in all subjects.*	*Total of numbers gained.*	
MENT—*(contd.)*									
16th Sept. 1851,	200	2	20	53	275	90·09	0	0	Appointed Monitor Drawing Class, C. E. C., Sept. 1852, and withdrawn 3rd Oct. 1853.
1st Jany. 1852.	253	0	14	67	334	95·33	0	0	Appointed Monitor Drawing Class, C. E. C., Sept. 1852.
1st June 1852,	175½	15	25½	51	267	81·25	0	0	Appointed Native Surveyor, 1st Division G. Canal, 24th September 1853.
15th Sept. 1852,	104	2	18	33	157	83·87	1500	730	Sent to Mr. Dodsworth for practice in Surveying, 3rd November 1852, returned 27th June 1853. Qualified for employment.
11th Nov. 1852,	192½	10	64½	67	334	72·02	1500	808	Qualified for employment.
9th Mar. 1853,	92	1	15	27	135	85·19	0	0	Appointed to Lahore 21st July 1853.
1st June 1853,	143	0	3	37	183	97·94	0	962	Qualified for employment. Prize for Civil Engineering and Surveying.
21st July 1853,	65½	0	38½	28	132	62·98	0	824	Qualified for employment.
DIVISION.									
15th Decr. 1850,	51	1	4	12	68	91·07	0	0	Promoted to the Senior Division, 9th March 1853.
24th Jany. 1851, 16th April 1851,	88	1	1	23	113	97·77	0	0	Appointed Draftsman, Office Supt. Canals.

Annual Examination Return of the Students in the Civil

Class.	Abstract of the Studies of the year.	Number on Roll.	Name of Student.	Religion or Caste.	Age at the time of Admission.
				SENIOR DIVI-	
STUDENTS STUDYING WITH S. DIV.—(continued.)	Exercises in Arithmetic, Algebra, Geometry, Mensuration, Trigonometry and Logarithms; Tate's Exercises on Mechanics to p. 33; Hutton's Statics, Resolution of Forces and Mechanical Powers, C. E. C. Papers No. II.; Abbott on Bridges; Paper on Earthwork, Surveying by Chain Compass, Plane Table and Theodolite; Levelling, Traverses, Drawing and Estimating.	49	Ullecooddeen, ...	Sheikh, ..	19
		50	Sheopershad, ...	Kulal, ..	17
		53	Fyzoollah Khan, ..	Puthan, ..	21
		55	Abbas Alli, ...	Syud, ..	19
		63	Sheikh Bencha, ...	Sheikh, ..	16
		73	Sadik Alli, ...	Syud, ..	17
		74	Mulookchund, ..	Kyuth, ..	20
		75	Ahmed Meer, ...	Syud, ..	19
		84	Akber Beg, ...	Mogul, ..	21
		85	Mirza Jan, ...	Ditto,	21
		86	Fyzalli Khan, ...	Ditto,	20
		92	Jowahir Lall, ...	Kyuth, ..	22
3RD DEPART., JUNIOR DIV.	Exercises in Arithmetic, Algebra to the Binomial Theorem, Euclid 6 books; Logarithmic Tables & Trigonometry; Mensuration of Planes and Solids, C. E. C. Papers No. III. on Earthwork, Surveying by Chain Compass, Plane Table and Theodolite; Traverses, Levelling, Drawing and Estimating.			3RD DEPARTMENT,	
		47	Waheeooddeen, ...	Sheikh, ..	21
		52	Hubeeb Hussein, ..	Ditto,	18
		56	Mahomed Buksh, ..	Ditto,	20
		57	Gholam Hussein, ..	Syud, ..	17
		58	Kulyan Roy, ...	Brahmin,	18

Engineering College of Roorkee, for the year 1853—*(continued.)*

Date of Admission.	Attendance.					*Per-centage of Attendance on working days.*	Marks gained.		Remarks.
	Present.	*Absent.*	*Leave.*	*Holiday.*	*Total.*		*Aggregate of full numbers in all subjects.*	*Total of numbers gained.*	
SION—*(contd.)*									
27th Feby. 1852, 1st Sept. 1852,	203	6	58	67	334	76·02	0	466	
5th July 1851,	122	0	12	31	165	91·04	0	0	Dismissed for insufficient progress.
25th Aug. 1851,	115	0	69	43	227	62·5	0	0	Withdrawn.
1st Jany. 1852,	206	7	54	67	334	77·15	0	0	On leave.
13th May 1852, 1st June 1852,	255	1	11	67	334	95·5	0	761	Qualified for employment.
30th July 1852,	202	2	63	67	334	75·65	0	0	On leave.
30th Aug.	145	7	10	39	201	89·5	0	0	Promoted to the Senior Division 21st July 1853.
8th July 1852, 3rd Oct. 1852,	223	0	0	53	276	100.	0	0	Appointed Asst. Surveyor to the Superintendent Rohilcund Canals and Embankments.
5th Nov. 1852,	117	0	4	30	151	96.7	0	0	Promoted to the Senior Division, 1st June 1853.
5th Nov. 1852,	244	1	22	67	334	91·38	0	633	Qualified for employment.
7th Nov. 1853,	205	2	55	66	328	78·24	0	481	
24th May 1853,	101	0	53	37	191	65·51	0	612	Prize for Mathematics. Qualified for employment.
JUNIOR DIVISION.									
9th May 1851, 1st July 1851,	75	2	57	32	166	55·97	1500	0	Dismissed for insufficient progress.
4th Augt. 1851,	101	1	32	32	166	75·37	0	0	Withdrawn 15th June 1853.
3rd Jany. 1852,	146	5	116	67	334	54·68	0	0	
3rd Jany. 1852, 16th April 1852,	39	4	12	12	67	70·9	0	0	Withdrawn at his own request, 8th March 1853.
9th Jany. 1852,	160	2	28	45	235	84·21	0	0	Expelled 24th August 1853.

Annual Examination Return of the Students in the Civil

Class.	Abstract of the Studies of the year.	Number on Roll.	Name of Student.	Religion or Caste.	Age at the time of Admission.
			3RD DEPARTMENT, JUNIOR		
3RD DEPARTMENT, JUNIOR DIVISION—(continued.)	Exercises in Arithmetic, Algebra to the Binomial Theorem, Euclid 6 books; Logarithmic Tables & Trigonometry; Mensuration of Planes & Solids, C. E. C. Paper No. III. on Earth-work, Surveying by Chain Compass, Plane Table and Theodolite; Traverses, Levelling, Drawing and Estimating.	59	Nyaz Hussein, ...	Syud, ..	19
		61	Shunker Lall, (1st) ..	Brahmin,	17
		62	Dillaram, ...	Barhie, ..	21
		64	Zameenooddeen, ...	Sheikh, ..	18
		65	Ibrahim Khan, ...	Pathan, ..	19
		66	Yusoof Beg, ...	Mogul, ..	20
		67	Abid Hussan, ...	Syud, ..	18
		68	Hussun Alli, ...	Ditto,	19
		69	Koondun Lall, ...	Khutrie, ..	25
		70	Khyali Ram, ...	Kayuth, ..	19
		71	Jowahir Singh, ...	Brahmin,	17
		76	Shunker Lall, (2nd) ..	Kayuth, ..	17
		77	Shunker Lall, (3rd) ..	Brahmin,	18
		79	Purwarish Alli, ...	Syud, ..	16
		81	Mohib Alli, ...	Ditto,	19
		82	Mahomed Hussun, ..	Sheikh, ..	17
		87	Bcharee Lall, ...	Brahmin, ..	19

Engineering College of Roorkee, for the year 1853—*(continued.)*

Date of Admission.	Attendance. Present.	Absent.	Leave.	Holiday.	Total.	Per-centage of Attendance on working days.	Marks gained. Aggregate of full numbers in all subjects.	Total of numbers gained.	Remarks.
Division—*(continued.)*									
20th Feby. 1852, 1st June 1852,	194	30	43	67	334	72·65	0	632	Qualified for employment.
2nd Mar. 1852,	161	1	32	47	241	82·98	0	0	Suspended from 1st Department.
10th April 1852,	56	8	26	23	113	62·22	0	0	Appointed Draftsman, Office Superintendent Canals, 23rd April 1853.
13th May 1852, 1st June 1852,	194	8	65	67	334	72·65	0	0	On leave.
13th May 1852, 1st June 1852,	232	1	34	67	334	86·89	0	378	
13th May 1852, 1st June 1852,	222	0	45	67	334	83·14	0	508	
13th May 1852,	118	2	14	32	166	88·05	0	0	Dismissed for insufficient progress.
13th May 1852, 1st June 1852,	102	4	28	32	166	76·11	0	0	Ditto ditto.
8th July 1852,	211	7	49	67	334	79·02	0	502	
8th July 1852,	124	3	7	32	166	92·53	0	0	Dismissed for insufficient progress, 15th June 1853.
8th July 1852,	115	16	24	38	193	74·19	0	0	Withdrawn 12th July 1853.
8th July 1852,	171	9	87	67	334	64·05	1500	224	Non-Stipendiary.
8th July 1852, 16th June 1853,	249	4	14	67	334	93·22	0	241	
8th July 1852, 16th June 1853,	225	4	38	67	334	84·26	0	361	
8th July 1852, 16th June 1853,	226	8	33	67	334	84·64	0	394	
8th July 1852, 16th June 1853,	238	0	39	67	334	89·13	0	426	
31st Jany. 1853, 1st June 1853,	198	6	38	62	304	81·81	0	260	

Annual Examination Return of the Students in the Civil

Class.	*Abstract of the Studies of the year.*	*Number on Roll.*	*Name of Student.*	*Religion or Caste.*	*Age at the time of Admission.*
				3RD DEPARTMENT, JUNIOR	
3RD DEPARTMENT, JUNIOR DIVISION—(*continued.*)	Exercises in Arithmetic, Algebra to the Binomial Theorem, Euclid 6 books; Logarithmic Tables and Trigonometry; Mensuration of Planes and Solids, C. E. C. Paper No. III. on Earth-work, Surveying by Chain Compass, Plane Table and Theodolite; Traverses, Levelling, Drawing & Estimating.	88	Nizamooddeen, ...	Sheikh, ..	20
		89	Motee Lall, ...	Kayuth, ..	19
		90	Medni Lall, ...	Ditto,	18
		91	Buns Gopal, ...	Brahmin,	20
		93	Munsub Roy, ...	Bunia, ..	19
		94	Shib Narain, ...	Kayuth, ..	18
		95	Mudut Hussain, ...	Syud, ..	15
		96	Jumna Dass, ...	Roeen, ..	17
		97	Moula Bux, ...	Pathan, ..	18
		98	Hubeebool Rahman, ..	Sheikh, ..	17
		99	Mouladad Khan, , ..	Pathan, ..	20

N. B.—The double entries under date of admission,

Engineering College of Roorkee, for the year 1853—*(concluded.)*

Date of Admission.	Attendance. *Present.*	*Absent.*	*Leave.*	*Holiday.*	*Total.*	*Per-centage of Attendance on working days.*	Marks gained. *Aggregate of full numbers in all subjects.*	*Total of numbers gained.*	Remarks.
Division—*(continued.)*									
20th April 1853, 16th June 1853,	165	1	15	46	225	92·17	0	380	
4th May 1853,	120	0	49	42	211	71·	0	416	
4th May 1853,	125	0	44	42	211	73·96	0	609	Qualified for employment.
4th May 1853,	145	1	28	42	211	85·79	0	474	
1st June 1853,	139	0	7	37	183	95·20	0	704	Qualified for employment.
1st June 1853,	85	3	58	37	183	58·21	0	0	
1st June 1853, 16th June 1853,	142	0	4	37	183	97·26	0	332	Admitted 8th July 1852; withdrawn 6th October 1852.
1st June 1853, 16th June 1853,	136	0	10	37	183	93·15	0	291	
1st June 1853, 15th July 1853,	117	2	27	37	183	80·	0	203	Admitted 8th July 1852; withdrawn 28th Augt. 1852.
1st June 1853, 21st July 1853,	127	3	16	37	183	86·98	0	269	
15th Augt. 1853,	8	0	0	3	11	100·	0	0	Withdrawn 26th August 1853.

show the date of first admission, and of being Stipendiary.

COLLEGE HOURS.

		Morning.	10 *to* 12.	12 *to* 1.	1½ *to* 3½.	3½ *to* 4½.	*Evening.*
1st Department.	Monday,	... ...	... ...	... ...	... ...	Oordoo.	Visiting works and study in quarters.
	Tuesday,	Survey, ...					
	Wednesday,	Pencil and Perspective Drawing,	Mathematics, ...	Mathematics, ...	Drawing, ...	Oordoo.	
	Thursday,	... ...					
	Friday,	Survey, ...					
	Saturday,	Pencil and Perspective Drawing,					
		On Fridays, from 12 to 2 P. M. leave, and from 2 P. M. to 4½ P. M. Mathematics.					
Non-Stipendiary, 1st Dept.	Monday,	... ...	... ...	... ...	... ...	Oordoo.	
	Tuesday,	Survey, ...					
	Wednesday,	Pencil and Perspective Drawing,	Mathematics, ...	Mathematics, ...	Drawing, ...	Oordoo.	
	Thursday,	... ...					
	Friday,	Survey, ...					
	Saturday,	Pencil and Perspective Drawing,					
2nd Department.	Monday,	Survey, ...	Mathematics, ...	Oordoo, ...	Drawing, ...	Visiting works and study in quarters.	
	Tuesday,	Protraction, ...					
	Wednesday,	Pencil and Perspective Drawing,					
	Thursday,	Survey, ...					
	Friday,	Protraction, ...					
	Saturday,	Pencil and Perspective Drawing,					
Non-Stipendiary, 2nd Dept.	Monday,	Survey, ...	Drawing, ...	Oordoo, ...	Mathematics, ...	Ditto ditto.	
	Tuesday,	Protraction, ...					
	Wednesday,	Pencil and Perspective Drawing,					
	Thursday,	Survey, ...					
	Friday,	Protraction, ...					
	Saturday,	Pencil and Perspective Drawing,					
3rd Dept. Senior Division.	Monday,	... ...	Drawing, ...	Drawing, ...	Mathematics, ...	Surveying, and other out-of-door employment.	
	Tuesday,	... ...					
	Wednesday,	Study in quarters, visiting works, &c., ...					
	Thursday,	... ...					
	Friday,	... ...					
	Saturday,	... ...					
3rd Dept. Junior Division.	Monday,	... ...	Upper half of the class, Drawing; lower half, Mathematics.	Upper half of the class, Drawing; lower half, Mathematics.	Lower half of the class, Drawing; upper half, Mathematics.	Ditto ditto.	
	Tuesday	... ...					
	Wednesday,	Study in quarters, visiting works, &c., ...					
	Thursday,	... ...					
	Friday,	... ...					
	Saturday,	... ...					

On Fridays, the whole 3rd Department have leave from 12 to 2 P. M. and from 2 P. M. to 4½ P. M. Mathematics.

APPENDIX

APPENDIX A.

From W. MUIR, ESQ., *Secretary to the Government of the N. W. Provinces, to* LIEUT.-COLONEL J. T. BOILEAU, LIEUT.-COLONEL P. T. CAUTLEY, MAJOR W. E. BAKER, *and* CAPTAIN J. R. OLDFIELD, *No.* 192 *A. of* 1854, *dated Camp Roorkee, the 7th of April* 1854.

THE Lieutenant-Governor is desirous to take advantage of the presence at Roorkee at this time, of a number of qualified professional officers, connected with the Department of Public Works, in order to enquire into the course of professional instruction, which is now communicated at the Thomason College of Civil Engineering at that station, especially in the 2nd and 3rd departments, to students to be subsequently employed in the several Engineering branches of the Public Service, and to obtain any suggestions that may occur to them for its improvement.

2*nd*.—His Honor has accordingly directed me to request that you will constitute yourselves a committee for the above purpose, under the presidency of Lieut.-Colonel Boileau, and that you will, with the least delay consistent with your own convenience, or your other duties, proceed to the enquiry above indicated, and submit a report thereon for His Honor's consideration.

I have the honor to be, &c.,

(Signed) W. MUIR,

Secy. to the Govt. of the N. W. P.

From LIEUT.-COLONEL J. T. BOILEAU, *President*, LIEUT.-COLONEL P. T. CAUTLEY, MAJOR W. E. BAKER, *and* CAPTAIN J. R. OLDFIELD, *Members of a Special Committee, to* W. MUIR, ESQ., *Secretary to the Government of the N. W. Provinces, No.* 101 *A. of* 1854, *dated Camp Roorkee, the 7th of April* 1854.

SIR,—We have the honor of reporting, for the information of the Hon'ble the Lieutenant-Governor, North Western Provinces, that, in

conformity with the instructions conveyed in your letter No. 192 A., dated the 7th instant, we assembled at the Thomason College of Civil Engineering, this morning, and proceeded to enquire into the course of professional instruction, which is now communicated to students at that Institution, especially the second and third departments, preparatory to their employment in the several Engineering branches of the Public Service, and we beg to offer the following observations for the consideration of His Honor.

2nd.—In the system of instruction, as at present in force, the theoretical course is exceedingly well arranged, and is quite sufficient in every respect; but, excepting in Surveying, practical knowledge is not imparted to the extent which we consider it advisable that it should, and must be, to qualify the students for those duties, which they are called upon to fulfil, on appointment to the Public Service.

3rd.—The attention of the Principal of the College has already been directed to this subject, and the defect in part remedied by the introduction of models, and by other arrangements in the Drawing classes. We would recommend the further supply of good models, in which the best principles of construction shall be carefully observed, to the utmost practicable extent, as the most sure means of conveying to the minds of the students, a practical impression of those principles, which they are so satisfactorily taught, and of idealizing in their minds, the realities of form and structure, which, without such collateral aid, it is almost impossible to apprehend correctly.

4th.—A complete knowledge of Construction, *i. e.* the full application of the principles which are taught in the College, can however be attained only by constant attendance at works actually in progress; and we concur fully in the plan proposed by the Principal of the College, and approved by the Director of the Ganges Canal, that students nominated to the Public Service, shall be required to pass a term of probation under the immediate eye of their superiors, and that their permanent appointment shall depend upon the acquirement of a full and sufficient amount of practical knowledge, during the above period.

5th.—These remarks are intended to apply generally to students of the second and third departments, but chiefly to the former, as the elevés of the third department are especially well adapted for discharging the trying out-door duties of working and Surveying, on the principles and practice of which they are well grounded, while undergoing their course of instruction at the College.

6th.—In respect to the second department, we would beg to suggest, that a minimum standard of competence be adopted, to qualify for appointment as Assistant Overseer, and that such soldiers as, on examination, do not come up to this standard, provided their conduct

and attention to their studies have been unexceptionable, be appointed "Barrack Sergeants,"—a class of subordinates, of which the want is greatly felt in the Department of Public Works.

7th.—The course of instruction in the Senior department appears to be complete and satisfactory.

We have the honor to be, &c.,

(Signed) J. T. BOILEAU, *Lieut.-Col., President.*

" P. T. CAUTLEY, *Lieut.-Col.*,
" W. E. BAKER, *Major*,
" J. R. OLDFIELD, *Captain*,
} *Members of Committee.*

From W. MUIR, Esq., *Secretary to the Government of the N. W. Provinces, to the* VISITOR *of the Thomason College of Civil Engineering at Roorkee, No.* 204 *A. of* 1854, *dated Camp Roorkee, the* 10*th of April* 1854.

SIR,—I am desired to forward, for communication to the Principal of the Thomason College of Civil Engineering at Roorkee, the accompanying copy of a letter from the Committee appointed to enquire into, and make suggestions upon, the course of instruction which should be communicated to the students in the second and third departments of the College.

2*nd.*—His Honor is happy to receive so satisfactory a report, by so competent a body, of the general course and character of the instruction given in the Institution.

3*rd.*—With reference to the suggestion of the Committee in paragraph 3, the Lieutenant-Governor requests that the Principal will submit a complete list of the models, which he would desire to add to those already procured for the College, with an estimate of their cost, when immediate measures will be taken, to obtain them in the most rapid and efficient manner.

4*th.*—The suggestion, in paragraph 4 of the report, has been already carried into effect in regard to the class of Sub-Assistant Engineers, and a recommendation for the adoption of the same principle, in appointments to the grade of Assistant Overseers, has been for-

warded through the Military Board, for the sanction of the Supreme Government.

5*th*.—The recommendation in paragraph 5, has the entire concurrence of His Honor, and the necessary steps will be taken to introduce a rule, in conformity with it, after the establishment, which will soon take place, of the new constitution of the Department of Public Works.

I have the honor to be, &c.,

(Signed) W. MUIR,

Secy. to the Govt. of the N. W. P.

APPENDIX B.

From WILLIAM MUIR, ESQ., *Secretary to the Government of the N. W. Provinces, to* LIEUT.-COLONEL P. T. CAUTLEY, *Visitor of the Roorkee College, No.* 235 *A. of* 1854, *dated Nynee Tal, the* 26*th April* 1854.

SIR,—I am directed by the Hon'ble the Lieutenant-Governor to forward, for your consideration and report, in communication with the Principal of the Roorkee College, the accompanying copy of an Extract, paragraph 12, of a letter from the Resident at Indore, dated the 17th ultimo, No. 358, suggesting that Road-making be made a distinct department of study at Roorkee.

I have the honor to be, &c.,

(Signed) W. MUIR,

Secretary to the Government, N. W. P.

Extract Paragraph 12, *from a letter from the* RESIDENT *at Indore, to the* SECRETARY *to the Government of the N. W. Provinces, Agra, No.* 358, *dated* 17*th March* 1854.

Paragraph 12.—It would be a great advantage to the Government, were Road-making made a distinct study at Roorkee or elsewhere, from whence each district could be supplied with one or more qualified Native Overseers, as Road Superintendents, who could lay out lines with *reference to drainage*, organize working parties, and follow an uniform system throughout the country.

From CAPTAIN R. BAIRD SMITH, *Engineer, Officiating Director, Ganges Canal Works, to* WILLIAM MUIR, ESQ., *Secretary to Government, N. W. Provinces, No.* 60 *of* 1854-55, *dated Roorkee,* 9*th May* 1854.

SIR,—With reference to your letter No. 235 A., dated 26th April last, forwarding suggestions by Sir R. Hamilton, on the special study of the principles of Road-making in India, by the native pupils of the Thomason College, I have the honor to annex letter No. 178, dated 6th instant, from the Principal, shewing that the subject has received, and will continue to receive, his careful consideration.

Forwarding letter from the Principal of the Thomason College of Civil Engineering.

I have the honor to be, &c.,

(Signed) R. B. SMITH, *Captain,*

Officiating Director, Ganges Canal Works.

From the PRINCIPAL, *Thomason College of Civil Engineering, to the* VISITOR, *Thomason College of Civil Engineering, No.* 178, *Roorkee, 6th May* 1854.

SIR,—With reference to your letter No. 9, of the 1st instant, and its enclosures, I have the honor to observe, that Road-making, including in that term the laying out, bridging, and completing new roads, involves nearly all the principles of Civil Engineering, which it is the special object of this College to teach; and to the carrying out of which, the course of study is arranged, and will be further adapted, from time to time, as experience may direct.

2nd.—A good manual, of the science of Road-making in India, is certainly much wanted, and I believe some steps have been taken by the Government, North Western Provinces, to obtain the assistance of Captain Laughton, the Superintendent Grand Trunk Road, in compiling one.

Road Superintendents, before being entrusted with the laying out of lines with reference to drainage, the designing of bridges, &c., would always require to have some experience, in addition to such knowledge as can be acquired at Roorkee from books, and by making projects for such short lines of road, as time and circumstances permit, during the time of their stay at College.

Now, however, that District Engineers have been appointed, Native Surveyors, instructed at Roorkee, will, under their guidance, be able to ascertain, and lay down, all the facts requisite to enable the District Engineer to design roads, which the Native Surveyor should be then able to line out, and afterwards complete, under the superintendence of the Engineer.

After much practice in this manner, Native Surveyors will, in many cases, become competent to lay out easy lines of road, and take charge of made-roads, under the control of local Committees.

These Native Surveyors and Overseers being public servants, forming the Subordinate branch of the Department of Public Works, will become individually known to Superintending and Chief Engineers, who will be able to select men, capable of undertaking separate charges, of minor importance, in those districts which are less under the immediate eye, or within the province of, the District Engineer to superintend.

I have the honor to be, &c.,

(Signed) J. R. OLDFIELD, *Captain,*

Principal, Thomason College of Civil Engineering.

From WILLIAM MUIR, ESQ., *Secretary to the Government of the N. W. Provinces, to* CAPTAIN R. BAIRD SMITH, *Officiating Director, Ganges Canal, North Western Provinces, No.* 305 *A. of* 1854, *dated the* 20*th May* 1854.

SIR,—In reply to your letter No. 60, dated 9th instant, I have the honor to state, that the Lieutenant-Governor would be glad to know, whether some opportunity of practical instruction in Road-making, could not be found for the native students at Roorkee, by their employment in reporting on, or superintending for a term, the lining and construction of roads in the vicinity,—an object towards which the local District Committees would doubtless willingly receive such assistance. There is, for instance, a road in early contemplation from Roorkee to Moozuffernuggur, which would apparently afford a convenient means of giving some instruction and experience, which must be of the greatest value, in addition to the teaching of principles, and explanation of general plans, in the College classes.

2*nd*.—The original enclosure of your letter is returned, copy being kept for record.

I have the honor to be, &c.,

(Signed) W. MUIR,

Secy. to the Govt. of the N. W. P.

From CAPTAIN R. BAIRD SMITH, *Engineer, Officiating Visitor, Thomason College, to* WILLIAM MUIR, ESQ., *Secretary to Government, N. W. Provinces, No.* 225 *of* 1854-55, *Roorkee,* 31*st May* 1854.

SIR,—With reference to your letter No. 305 A., dated the 20th instant, suggesting, on the part of the Hon'ble the Lieutenant-Governor, that students of the 3rd class of the Thomason College might, with advantage to themselves, and the District Road Fund Committees, be employed in Surveying, and marking out such lines of road, as, from time to time, may be made in the neighbourhood of Roorkee, I have the honor to annex, for his Honor's information, correspondence on the subject, as per margin.*

In reference to the Hon'ble the Lieutenant-Governor's suggestion of students being employed to survey roads.

* My letter to Captain Oldfield; Captain Oldfield's reply; Military Board's correspondence.

2*nd*.—The best way of giving practical effect to his Honor's suggestion, which occurred to me, was to propose to Captain Oldfield

that he should detail such number of students, as were qualified for the work, to accompany and assist the Canal Officers employed in projecting the different roads, which from time to time are undertaken by us; and I expressed my readiness to give him early notice of all projects of the kind. It seemed to me to be essential that the Directing Officer of the party should be a practical man, and that the work done should not be merely a College exercise, but the basis of active operation.

Proposition to be made to Captain Oldfield, to select a number of qualified students, to accompany and assist Canal Officers.

3*rd*.—Captain Oldfield is of opinion that this plan will not succeed, because servants, paid by our Department, seldom work well under the Officers of another department, and adverts to the failure of an attempt made by Mr. Dodsworth, to train four students in Revenue Surveying, in confirmation of this view. I am under the impression however that the failure in this case arose less from any disinclination on the part of the lads to obey Mr. Dodsworth, than from some discontent in the matter of pay. I am unable myself to consider the objection a fatal one, and I would have great satisfaction in seeing the experiment tried under Officers accustomed to such executive charges, as those of the Northern Division of the Ganges Canal, under Mr. Thomas Login, for example, to whom, if he remain with us during the ensuing cold weather, (of which there is now some probability,) the survey of the road from Mozuffernuggur to Roorkee, and on to the Sewalics, might with much propriety be entrusted. I shall be disappointed if Mr. Login does not make the services of any students placed under his orders, useful both to the works and themselves.

Captain Oldfield's doubts about the training of students for Surveying roads, and the satisfaction to me, if the experiment were tried under the charge of Mr. Login.

4*th*.—I prefer the original suggestion, to either of the substitutes proposed for it by Captain Oldfield. The first of these, is to attach students of the 3rd Department, to students of the Senior department, while the latter are employed on road projects required as College exercises. Here both parties are learners, and must be expected to commit grave errors, which, though comparatively unimportant in mere projects to be reviewed and discussed by the Principal or other competent College Officer, would destroy their utility for working purposes. I do not indeed see how instruction and practical usefulness can be combined in the manner contemplated by the Hon'ble the Lieutenant-Governor, except by the Directing Officer being a competent Road Engineer; and no Senior department student can become so, while he is only under instruction himself.

The students of the 3rd Department to be attached to Senior scholars, while employed on projects on Road-making in charge of a competent officer.

5*th*.—If I have rightly apprehended His Honor's intention, it is that advantage should be taken of local facilities for practical instruction in Road-making, *during the students' residence at the College.* It is clear, therefore, that Captain Oldfield's second suggestion, which contemplates the severance of their connection with the College, before such instruction commences at all, does not meet the necessities of the case. To make the 3rd Class students commence their active professional careers as apprentices, or better perhaps, (since apprenticeship implies serving under bond, which these lads are not supposed to do,) as probationers, is in itself an excellent plan; but to act upon it exclusively, is to give up altogether the idea of making instruction at College practical, in so far as available facilities will permit, and I cannot, therefore, regard it as an efficient substitute for the original suggestion, however good it may be in itself.

Captain Oldfield's second suggestion, contemplating the severance of the students' connection with the College, is not a substitute for the original.

6*th*.—I beg accordingly to recommend, in conclusion, that a trial be made of the original suggestion contained in your letter under reply, by such number of students as can conveniently be employed, being placed under the temporary orders of the Canal Officers, who may be in charge of the surveys and alignments of district roads, arrangements for camp expenses being made by the Principal in the usual manner. Whenever such projects are decided on, I will communicate such information regarding them, as the Principal may require, to guide him in his selection of the men, and will gladly do everything in my power to make the experiment fulfil His Honor's intentions.

Recommends a trial of the original suggestion by a number of students conveniently spared, in charge of Canal Officers.

I have the honor to be, &c.,

(Signed) R. Baird Smith, *Captain,*
Offg. Visitor, Thomason College.

(ENCLOSURE A.)

From Captain R. Baird Smith, *Engineer, Officiating Visitor, Thomason College, to* Captain J. R. Oldfield, *Principal, Thomason College, No.* 198 *of* 1854-55, *dated Roorkee, the* 25*th of May* 1854.

Sir,—In forwarding, for your information, copy of letter No. 305 A., of the 20th instant, from the Secretary to Government, North Western Provinces, to my address, expressing the desire of the Hon'ble the Lieutenant-Governor to be informed, whether means might not be found to combine practical instruction in laying out roads, with the

theoretical instruction given in the College classes, by employing the students on such district roads as are marked out from time to time by Canal Officers, I have the honor to say, that if you see no objections to the suggestion, I will at all times be ready to give it effect, by conveying to you timely notice of the intention to construct such roads, so that you may be able to detail one or more students, whom you may consider qualified for the duty, to attend and assist the Officer in charge of the work. They would have opportunities of taking an active part, under competent supervision, in the processes of lining out, providing for drainage, designing and estimating for the necessary works, and so on; and unless there be reasons with which I am unacquainted, against a portion of their time being occupied in this way, I am disposed to think they would derive material benefit from field work of the kind indicated above.

I have the honor to be, &c.

(Signed) R. BAIRD SMITH, *Captain,*

Offg. Visitor, Thomason College.

(True Copy.)

(Signed) R. BAIRD SMITH, *Captain,*

Offg. Visitor, Thomason College.

(ENCLOSURE B.)

From the PRINCIPAL, *Thomason College of Civil Engineering, to the* VISITOR *of the Thomason College of Civil Engineering, No.* 207 *of* 1854, *dated Thomason College of Civil Engineering, Roorkee, the* 29*th May* 1854.

SIR,—In continuation of my letter No. 178, of the 6th instant, and with reference to Government letter No. 305 A., of the 20th idem, to your address, I have the honor to enclose copies of a correspondence regarding the apprenticing, and thus perfecting by practice, the students of the 3rd Department of this College, which took place soon after my receiving charge of it. The suggestions made by me at that time were approved of, and have been delayed only in consequence of expected changes, which have now taken place in the constitution of the Department of Public Works.

2*nd.*—I beg to state, further, that I have much more confidence in the success of the apprenticeship system, than in that of sending students out under other than their own Officers; because I have always observed that servants, paid by one Department, seldom work well under the Officers of another, and in this very matter of em-

ploying students in practice on actual work, an attempt was made by me in 1852, in concurrence with Mr. Dodsworth, Assistant Surveyor, who was good enough to undertake the care of four of the students of the Senior division of the 3rd Department, to perfect them in Surveying, with but little success.

3rd.—The students were allowed 5 Rs. per mensem as horse allowance, but I fear they were troublesome to Mr. Dodsworth, and discontented themselves; had their connection with the College been severed, and had they looked to promotion in Mr. Dodsworth's office, on making themselves useful, I have no doubt but that they would have learned much more than they did.

4th.—With reference to the course of study which has been approved, for the Senior department of this College, it is in contemplation, during the next cold season, to call on this department for projects of roads, in various directions from Roorkee, and it will of course be gratifying, if such projects can be made useful, as in the case of the road which is stated to be projected between Roorkee and Mozuffernuggur, or of any roads to be made in the Canal Department in this neighbourhood.

5th.—With the students of the Senior, or 1st Department, employed in making such designs, parties of 3rd Department students may with advantage be told off, and should this be deemed advisable, arrangements for their camp expenses shall be submitted.

6th.—I beg to add, that the term "apprentice" is not intended to imply that the student shall necessarily serve under bond, but merely that he shall be on probation for a specified time, at a low rate of pay or subsistence. He is not likely to gain by leaving the department if he is fit for it, or the department to lose by his doing so, if he is not.

I have the honor to be, &c.

(Signed) J. R. OLDFIELD, *Captain,*
Principal, Thomason College of Civil Engineering.

(ENCLOSURE C.)

From the PRINCIPAL, *Thomason College of Civil Engineering, to* LIEUTENANT J. P. BEADLE, *Secretary to the Military Board. Extract of a Letter No.* 866, *dated* 25*th June* 1852.

SIR,—With reference to an increase in the numbers of the 3rd Department of students in the Civil Engineering College at Roorkee, I have the honor to report, for the information of the Military Board.

that this department being instructed in plan-drawing, mensuration, and simple estimating, in addition to Surveying, will be available for appointments in the Department of Public Works as Sub-Assistant Overseers and Draftsmen.

I beg with submission to offer an opinion, that an increase of well-instructed men of this class will be of great benefit to the Department of Public Works, and to suggest that from this class, after working under the eye of Executive Officers for a suitable time, might be selected Native Agents for out-stations, as in many cases hitherto Moonshees, without any knowledge of construction or mensuration, have necessarily been so employed.

A better arrangement perhaps would be to send such men to out-stations, during the working seasons, letting them have nothing to do with the outlay of money, changing them as frequently as convenient, and keeping them at work in the Head-quarters office, when little or no work was doing at the out-stations.

I have the honor to be, &c.,

(Signed) J. R. OLDFIELD, *Captain*,

Principal, Thomason College of Civil Engineering.

(ENCLOSURE D.)

From the SECRETARY *to the Military Board, Fort William, to the* PRINCIPAL, *Civil Engineering College, Roorkee. Extract from No.* 2913, *dated* 13*th July* 1852.

SIR,—In acknowledging receipt of your letter No. 866, of the 25th June 1852, I am directed to state, that the Board coincide with your opinion, that the class of students, whose qualifications you have described, will be a great advantage to the Department Public Works, and they would suggest your corresponding with the Superintending Engineers, Punjab circle, Central Provinces, and North Western Provinces, and the Officiating Superintendent, Grand Trunk Road, as to the most favourable way of bringing the services of students in the inferior grade into play.

I have the honor to be, &c.,

(Signed) J. P. BEADLE,

Officiating Secretary

(ENCLOSURE E.)

From the SUPERINTENDING ENGINEER *of the N. W. Provinces, to* LIEUTENANT J. P. BEADLE, *Secretary to the Military Board, Fort William, No.* 3064 *of* 1852, *dated Umballa, the 2nd November* 1852.

SIR,—I have the honor of reporting, for the information of the Military Board, that having taken the opinion of the Executive Officers of Public Works, in regard to a proposition made by the Principal of the Civil Engineering College at Roorkee, to furnish students from the 3rd Department of the College, as apprentices to the Division Officers of Public Works, the measure has been generally approved of, and I beg to say that the proposition appears to me to be one, which, if sanctioned, will add a most useful body of subordinates to the Department,

2*nd.*—The Principal of the Civil Engineering College proposes that the apprentices shall receive Co.'s Rs. 15 per mensem, while attached to the Division Offices of Public Works, and be promoted then to the charge of out-stations. The promotion would necessarily be to the grade of Sub-Assistant Overseer of the 2nd Class, whence they would rise to the 1st Class of the grade, under existing rules.

The proposition was 15 rupees in the North Western Provinces, but for Bengal or Punjab, it should be 20 rupees.

3*rd.*—The introduction of an apprentice from the 3rd Department of the Roorkee College, would also be of great use in the office of the Superintending Engineer, especially if he were expert as a Surveyor, and I beg to solicit the authority of the Board, to the nomination of one apprentice to the office of each division of Public Works, on a salary of Co.'s Rs. 15 per month, as proposed by Captain J. R. Oldfield; and of one to the office of the Superintending Engineer, North Western Provinces.

I have the honor to be, &c.,

(Signed) J. T. BOILEAU, *Lieut.-Colonel,*
Superintending Engineer of the N. W. P.

(True Copy.)

(Signed) J. P. BEADLE,
Officiating Secretary.

(True Copy and Extract.)

(Signed) J. R. OLDFIELD,
Principal, Thomason C. E. College.

From WILLIAM MUIR, ESQ., *Secretary to the Government of the N. W. Provinces, to* CAPTAIN R. B. SMITH, *Officiating Visitor, Thomason College, Roorkee, No.* 374 *A. of* 1854, *dated the 9th June* 1854.

SIR,—I am directed to acknowledge the receipt of your letter No. 225, dated the 31st ultimo, submitting correspondence relative to the employment of the students of the 3rd Class of the Thomason College, in Surveying and Road-making in the neighbourhood of Roorkee.

2*nd.*—In reply, I am desired to inform you, that it appears to the Hon'ble the Lieutenant-Governor, that advantage will be gained from both the modes of giving practical instruction in the alignment, designing, and estimating for roads, which are recommended in paragraph 6 of your letter, and in paragraphs 4 and 5 of that from Captain Oldfield, to your address, of the 29th ultimo.

3*rd.*—You are accordingly requested to arrange with Captain Oldfield, for giving experimental effect to each of the two plans, during the ensuing cold season.

4*th.*—The Chief Engineer will be requested, with reference to his letter to the Military Board, No. 3064, of the 2nd November 1852, in the office of Superintending Engineer, North Western Provinces, to lay before Government the proposals which he may now think the most suitable for the employment of ex-students of the 3rd Department of the College as probationers, with a view to their ultimate promotion to the class of Sub-Assistant Overseers of the Second-class, a measure which His Honor considers as likely to be of much practical usefulness.

5*th.*—The original enclosures of your letter are herewith returned, copies being kept for record.

I have the honor to be, &c.,

(Signed) W. MUIR,

Secretary to the Govt. of the N. W. P.

APPENDIX C.

NOTIFICATION, 1854.

Thomason Civil Engineering College.

Second Department—European Non-Commissioned Officers and Soldiers.—They are required, previous to admission, to prove, by examination, their proficiency in reading and writing, arithmetic as far as vulgar fractions, elementary geometry, mensuration, and simple plan-drawing. They must be well recommended by their Commanding Officer, and by the Executive Engineer of the division in which they may be stationed, and furnish a certificate from a Medical Officer, of unimpaired constitution. Passed candidates will be nominated about the month of August in each year, and will join the College on the 1st of November following.

The men of this department will be considered as doing duty at the College, and will remain on the strength of their respective Regiments, until appointed to the Department of Public Works, and brought on the strength of the Town Major's list. Whilst at the College, they will wear the undress or fatigue uniform of their rank and regiment, with forage cap and cap cover, and will be under the command of the Principal, and, in his absence, of the Senior Officer of the College, who may be present.

They should be furnished, on joining the College, with a record of service, and certificates of the last pay rations or batta, clothing, and bedding, received by them with their regiments; also of the nature of the carriage furnished to them at Government expense, on their leaving their regiments. They will receive, whilst at the College, the same pay as with their regiments, including good-conduct pay, when entitled thereto, together with dry batta, or ration money, and 10 Rs. College allowance, which is intended to cover the cost of books and other extra expenses. When not furnished with carriage, either for tent or baggage, to enable them to join, they will receive travelling allowance at the rate of one anna per mile; and if furnished with carriage for tents only, but not for baggage, the allowance will be half an anna per mile. In either case, a double allowance will be granted to married men.

They will be examined from time to time, and if they make insufficient progress, and are not steady and industrious, they will be remanded to their regiments. After the final examination at the close of each season, those who are found fit, will be recommended for appointment as Assistant Overseers, and be brought on the Town

Major's list, from the date on which the results of the examination are declared. They will however not be entitled to their full pay as Assistant Overseers, until they shall have joined their appointments, but will receive, up to that time, the same pay as at the College, together with one anna per mile for the distance travelled by them in joining. This amount will be advanced to them by the Principal of the College on their leaving, but is to be paid by the Executive Officer, under whom the Assistant Overseer is directed to serve.

The number of students in this department is limited to 30, of whom three may be married men, whose wives must be furnished with certificates of good character as well as themselves.

Applications to the Principal, for the examination of candidates for the 2nd Department, should be accompanied by a Descriptive Long Roll, and extracts of Court Martial and Defaulter's Books, from the date of the candidate's entrance into the service.

APPENDIX D.

THE following report, of the condition of the Indigenous Schools of Ajmere and Mairwara, during the year 1853-1854, was furnished by the Secretary to the Local Committee of Public Instruction at Ajmere:—

INDIGENOUS SCHOOLS OF AJMERE AND MAIRWARA.

The number, both of schools and scholars, has steadily increased since the year last under review. Of the 109 schools existing in 1852-53, 26 have been abolished; but as 47 new schools have been established, there was an increase of 21 schools in 1853-54, as compared with 1852-53.

The number of scholars has risen from 1,845 in 1852-53, to 2,123 in 1853-54. This leaves nearly the same per-centage of scholars to each school; viz. 16·9 in 1852-53, and 16·3 in 1853-54.

As regards the different castes of the scholars, it will appear from the annexed Statement No. 2, that the Mussalmans are almost entirely confined to the town of Ajmere. Of the total number of 424, there are only 29 in Nyanuggur, and 39 in the different schools in the province of Ajmere. The remainder 356 attend the different Persian and Arabic schools in the city. The Brahmuns are most numerous in pergunnah Pushkar, where, out of 172 scholars, only 14 belong to other castes: 70 Brahmuns attend the schools in the city; the remainder 241 are distributed over the Provinces of Ajmere and Mairwara. The caste most numerously represented is that of mahajuns; they are found chiefly in the village schools of Ajmere and Mairwara.

The Pergunnah Visitors have, during the past year, successfully endeavoured to raise the character of the village schools, in the province of Ajmere in particular; the Devanagari alphabet begins to supersede the Marwaree characters, which were formerly almost exclusively used. A larger number of books has been sold; those published by the Visitor General will be gradually introduced. Even the Pandits at Pushkar have commenced to teach Hindee, in addition to Sanscrit. The instruction imparted in those schools, in which Hindee alone is taught, and which, in the districts of Ajmere and Mairwara, constitute more than one-half of the total number of schools, is indeed of the most elementary description; but it is hoped, that with the introduction of the Devanagari alphabet, great improvements will take place.

An eager desire for instruction begins to manifest itself in different parts of the country, which however does not always meet with encouragement on the part of the Thakoors, and other landholders. In the establishment of new schools, the plan has generally been adopted of giving the teachers fixed salaries. Formerly, they were most frequently either paid in kind, or received small sums from their scholars, after they had taught them certain portions of the book they happened to read.

As it appeared very desirable that both the teachers and scholars should receive some encouragement, and that the character of the schools should be raised by the introduction of new and useful books, the Committee requested to have the sum of Rs. 100 placed at the disposal of the two Pergunnah Visitors, to be distributed in prize-books amongst the scholars of the Ajmere and Mairwara village schools.

The annexed Statements accompanied the Report.

No. 1.

Comparative Statement of Indigenous Schools, in the Provinces of Ajmere and Mairwara, in the years 1852-53, *and* 1853-54.

Years.	Number of Schools.					Number of Scholars.		
	Established.	Abolished.	Increase.	Decrease.	Total.	Increase.	Decrease.	Total.
1st.—Town of Ajmere.								
1852 53, ..	0	0	0	0	34	0	0	582
1853-54, ..	13	10	3	0	37	42	0	624
2nd.—Pergunnah Ajmere.								
1852-53, ..	0	0	0	0	0	0	0	0
1853-54, ..	2	0	2	0	2	38	0	38
3rd.—Pergunnahs Massoodah and Hu mara.								
1852-53, ..	0	0	0	0	10	0	0	140
1853-54, ..	5	1	4	0	14	54	0	194
4th.—Pergunnah Ramsur.								
1852-53, ..	0	0	0	0	2	0	0	73
1853-54, ..	1	0	1	0	3	15	0	88
5th.—Pergunnah Kekree.								
1852-53, ..	0	0	0	0	16	0	0	246
1853-54, ..	5	4	1	0	17	41	0	287
6th.—Pergunnah Bhirae.								
1852-53, ..	0	0	0	0	10	0	0	133
1853-54, ..	7	2	5	0	15	38	0	171
7th.—Pergunnah Rajgurh.								
1852-53, ..	0	0	0	0	1	0	0	3
1853-54, ..	1	0	1	0	2	6	0	9
8th.—Pergunnah Pesungun.								
1852-53, ..	0	0	0	0	5	0	0	69
1853-54, ..	0	0	0	0	5	0	7	62
9th.—Pergunnah Pushkar.								
1852-53, ..	0	0	0	0	13	0	0	237
1853-54, ..	5	3	2	0	15	0	65	172
10th.—Province of Mairwara.								
1852-53, ..	0	0	0	0	18	0	0	362
1853-54, ..	8	6	2	0	20	116	0	478
Total, ..	47	26	21	0	Of 1853-54 130	350	72	Of 1853 54 2123

No. 2.

Statement of the Castes of the Scholars in the Indigenous Schools in Ajmere and Mairwara, in the year 1853-54.

Number.			*Caste.*					
Present.	Absent.	Total.	Mussalmans.	Brahmins.	Rajpoots.	Kaiths.	Mahajuns.	Other Castes.
			1st.—Town of Ajmere.					
600	24	624	356	70	4	28	117	49
			2nd.—Province of Ajmere.					
1010	11	1021	39	344	43	14	445	136
			3rd.—Province of Mairwara.					
403	75	478	29	55	6	16	221	151
2013	110	2123	424	469	53	58	783	336

Upon this report, the Lieutenant-Governor was pleased to observe that there had been certainly a general and considerable increase both in the number of schools and scholars throughout the tract under report. Taking into calculation the discontinuance of former schools, and the establishment of new ones, fluctuations in which respect were universal throughout the country, there had been a clear net increase of twenty-one schools and 278 scholars,—a result which might be fairly viewed as evincive of an increasing desire for education on the part of the inhabitants of the province at large. His Honor remarked, that in two pergunnahs only, had there been a real falling off, and in one of these, pergunnah Pushkar, where the decrease amounts to about 24 per cent., such efforts and influence as are available, either by the Visitor, the Principal of the Ajmere Institution, or the Commissioner of the district, should be brought to bear upon the chief inhabitants of the pergunnah, with the object of revising and extending the means of education.

The Lieutenant-Governor was gratified by the Committee's assurance, that an eager wish for instruction is observed "in different parts of the country;" that in the province of Ajmere in particular, the Devanagari begins to supersede the Marwaree character; and that fixed salaries are now generally given (as His Honor understands, spontaneously by the people,) instead of the remuneration in kind, and the uncertain fees formerly common. His Honor desired that his

satisfaction with these results might be conveyed to the Zillah Visitors, to whose endeavours this success was attributed.

The Lieutenant-Governor approved of the distribution of books as prizes, at the Government expense, amongst the most proficient and meritorious of the scholars, both of the city and village schools, and was prepared to place at the disposal of the Committee, a sum of Rs. 500 for this purpose. But His Honor remarked that it should be an indispensable condition of such mark of approval, that the Government series of school-books should more or less be fully introduced, according to the character and attainments of the scholars. In no case, where simply religious works are read, should any such prizes be given; nor in any school, where works of an objectionable tendency, as the Bahar-Danish, are used. His Honor believed that no difficulty would be found in procuring, as the condition of favorable notice and reward from Government, the discontinuance of works of the class last referred to, which are justly open to exception, as being either of a directly immoral character, or unsuitable for use in the instruction of the young.

APPENDIX E.

Report on the Vernacular Education in the Dehlie District.

The progress of Vernacular Education in the Dehlie District has, during the past year, been satisfactory.

The number of schools in operation in 1850 was nine, which, under the superintendence of Pundit Ramdial, had increased to 112 by the end of September 1853.

This advance, considering the inefficient means employed for the purpose, is highly appreciable, and gives hope of still greater improvement.

Pundit Ramdial's zealous efforts in promoting education, will appear from the following statements, showing the comparative progress of education in the several years, during which he has been laboring in the various schools under his charge.

Abstract Statement of Schools in the District of Dehlie, Central Division.

Pergunnah.	1851-52.		1852-53.		*From May to 30th September* 1853.	
	Number of Schools.	*Scholars.*	*Number of Schools.*	*Scholars.*	*Number of Schools.*	*Scholars.*
Northern, ...	28	250	40	447	40	447
Southern, ...	26	200	30	369	39	449
Eastern, ...	11	74	36	186	36	356
Total, ..	65	524	106	1,002	115	1,252

(Signed) J. P. MacWhirter,

Officiating Collector.

Dehlie Collectorship, the 25th of October 1853.

Village Schools, Dehlie Division.

District and Pergunnah.	*Town or Village.*	*Population.*	*Houses.*	*Number of Scholars.*	*Remuneration to School Masters.*	*How long established.*	*Books.*	REMARKS.
Dehlie district, eastern pergunnah,..	Qusbeh onee.	2915 1 Hindee	504 School.	4	Scholars give him a meal every 3rd or 4th week.	Four months.	Taught from the Sarsoot and Arithmetic.	The number of boys and girls in this qusbeh is 1,006, out of whom only 32 are taught, or three per cent.
Ditto,..	„	1 Mahom	edan Do.,	18	Rs. 6-14-0, paid by 15 pupils; 3 taught gratis.	20 years; in a zemindar's house.	Taught to read from Abool Fuzl and the Kureema; Arithmetic.	
Ditto,..	„	2nd Ditto	Schools.	10	Rs. 4; each pupil pays from 4 to 8 annas.	5 years; held in a Musjid.	After the rudiments, the pupils are taught to read the Gulistan and Koran.	
Ditto,..	Furruk Nuggur,	1317 1 Hindee	School.	11	Receives food from each pupil every 15th day, one pice each Sunday, and two pice when each scholar finishes the reading of a story. Something on holidays, (chouk chuknee.)	Held in a hired house.	Sarsoot and Addition.	
Ditto,..	„	2nd Ditto	Schools.	9	Ditto ditto, with presents on holidays, festivals, and marriages.	Do. do. do.		

District and Pergunnah.	*Town or Village.*	*Population.*	*Houses.*	*Number of Scholars.*	*Remuneration to School Masters.*	*How long established.*	*Books.*	Remarks.
Dehlie district, eastern pergunnah, ..	Ghazeeoodeen Nuggur; has 3 Persian and 3 Hindee Schools. Persian, No. 1.	,,	,,	17	Rs. 5 monthly, with presents on festivals, and Rs. 1 or 2 on every marriage.	4 years; held in the Tutor's house.	After the rudiments, the Gulistan and Bostan are read.	
Ditto, ..	Do., No. 2.	,,	,,	9	Rs. 3 monthly; presents on festivals.	5 months, ..	Gulistan and Bahar Danish.	
Ditto, ..	Do., No. 3.	,,	,,	6	Rs. 4 monthly; food twice a day, and presents.	.. ..	Bahar Danish, Anwur-i-Soheilee, Masdar-i-Fyooz.	
Ditto, ..	Hindee, No. 1.	,,	,,	25	Food every 15th day, and two pice from each scholar, on finishing the reading of a tale.	18 years, ..	Olum Bara Khuree.	
Ditto, ..	Do., No. 2.	,,	,,	60	Scholars with means, pay one rupee or two rupees yearly. Food every 15th day, and two pice after a story is read. Presents on festivals, marriages, &c.	8 months ..	Rukka and Lekha.	
Ditto, ..	Do., No. 3.	,,	,,	3	One of the scholars pay four annas per mensem, and gives food twice a month. The other two are taught gratis.	1 month, ..	Alphabet, Khaluk Baree, Hindee Rukka.	
Goorgaon, Pergunnah Pulwul, ..	Alawulpore. Hindi School No. 1.	2,300	964	6	Food every 15th day, ...	.. ..	Arithmetic.	
Ditto, ..	Bamnee Khera.	1,059	353	No school.				

Goorgaon, Pergunnah Hutheen,	Qusbeh Hutheen, Persian, No. 1.	3 Sc	hools.	1	Rs. 3 monthly, and daily food from the Thannahdar, whose son is the only pupil.	6 months, ..	Kulamoollah, and Khaluk Baree.	
Ditto, ..	Ditto, No. 2.	„	„	7	Rupees 3 monthly, and daily food.	10 days, ..	Gulistan and Bostan.	
Ditto, ..	Hindee, No. 1.	„	„	7	Nothing, ...	2 years; in a Thakurdwara.	Sidho Siman, Arithmetic.	
Ditto, ..	Oojeena, Hindee, No. 1.	1,500	263	„	Ditto, ...	1 year, ..	Arithmetic.	No scholars now; a muktub existed two and a half years ago, but is abandoned.
Ditto, ..	Ghaseruth,	„	„	No School.				
Ditto, Pergunnah Sonuh,	QusbehSonuh. 4 Persian, 3 Hindee.							
	Persian 1st.	„	„	15	No fixed allowance, but takes what he gets. Is a Durwaish, and imparts only spiritual instruction.	2 years; held in the house of the Qazie.	Arabic-Koran.	
Ditto, ..	Ditto 2nd.	„	„	10	Rupee 1 per mensem. Daily food from four pupils, and 2 to 4 annas from the rest.	2 months; in a private house.	Koran, Gulistan, Bostan.	
Ditto, ..	Ditto 3rd.	„	„	13 11 Mahomedans, 2 Hindoos.	Rupee 1-8 monthly, ...	2 years; in the Teacher's house.	Koran, Kurreema, Khaluk Baree.	
Ditto, Pergunnah Jharsa.	Badshapoor, Persian, No. 1.	„	„	12	No fixed allowance. The boys pay according to their means.	12 years; in a mosque.	Gulistan, Bostan, Kulamoollah.	
Ditto, ..	Hindee, No. 1.	„	„	20	No fixed monthly allowance.	100 years.	Nagree and Arithmetic.	
Ditto, ..	Ditto, No. 2.	„	„	15	One rupee yearly from each boy; presents on festivals are given by such as can afford it.	100 years; in the Teacher's own house.	Sigur Bodh and Lekha, (Accounts.)	

District and Pergunnah.	*Town or Village.*	*Population.*	*Houses.*	*Number of Scholars.*	*Remuneration to School Masters.*	*How long Established.*	*Books.*	REMARKS.
Pergunnah Jharsa, ..	Goorgaon, Persian, No. 1.	„	„	4 Hindoos.	Rupees 2, Annas 4, with 1 rupee monthly from each boy. Presents on festivals.	1 year; in the Tehseeldar's house.	Kurreema and Muhmood Nameh, (Poetry.)	
Ditto, ..	Ditto, No. 2.	„	„	7 4 Hindoos, 3 Mahomedans.	Rupees 3 monthly, with food daily, and presents on festivals.	In a private house; one & a half month.	Gulistan and Bostan; Government books not taught yet.	
Ditto, ..	Ditto, No. 3.	„	„	2	Rupees 4 monthly, and daily food, and about 1 rupee more on holidays.	7 years; in a private house.	Buhar Danish, Insha Ujjeeb.	
Pergunnah Rewarree,	Qusbeh Rewarree. Hindee, No. 1.	25,990	6,602	20	Two pice from each boy, ..	15 years; in a place called Tota.	Accounts taught on Boards, (Puttee.)	
Ditto, ..	Ditto, No. 2.	„	„	25	2 pice per puttee, and food every 15th day.	22 years; in the Teacher's house.	Accounts.	
Ditto, ..	Ditto, No. 3.	„	„	20	Food every 15th day, ..	In a Bunneca's house; 20 years.	Accounts.	
Ditto, ..	Ditto, No. 4.	„	„	40	Food every 15th day, and 2 pice each.	For 20 years; in his own house.	Accounts.	
Ditto, ..	Ditto, No. 5.	„	„	45	2 pice each, and food every 15th day.	In a private house; 30 years.	Accounts.	
Ditto, ..	Ditto, No. 6.	„	„	30	Ditto ditto, ditto, ..	10 years; in a private house.	Accounts.	

Pergunnah Rewarree,	Persian, No. 1.	„	„	15	Receives what he can get, ..	12 years, ..	Zuleikha, Nirung-i-Ishk, Gulistan, Bostan, and Sikundur Nameh.
Ditto, ..	Ditto, No. 2.	„	„	8	Rs. 4 monthly, on holidays, and receives presents at times.	6 months; in a private house.	Gulistan, Bostan.
Ditto, ..	Ditto, No. 3.	„	„	5	Rs. 4 monthly, ...	9 months.	Zuleikha, Nirung-i-Ishk, Buhar Danish.
Ditto, ..	Ditto, No. 4.	„	„	5	Rs. 3 monthly, ...	6 months; in a private house.	Nirung-i-Ishk, Zuleikha, Buhar Danish.
Ditto, ..	Ditto, No. 5.	„	„	20	Rs. 6 monthly, ...	2 years.	Sikundur Nameh, Abul Fuzl.
Ditto, ..	Ditto, No. 6.	„	„	10	Rs. 15 monthly, ...	In a private house; 20 years.	Abul Fuzl, Sikundur Nameh.
Ditto, ..	Ditto, No. 7.	„	„	5	Rs. 4 monthly, ...	3 years; in a private house.	Madho Ram, Nirung-i-Ishk, Gulistan and Bostan.
Ditto, ..	Ditto, No. 8.	„	„	5	Rs. 3 monthly, ...	4 years; in a mosque.	Gulistan and Bostan taught.
Ditto, ..	Ditto, No. 9.	„	„	10	Rs. 3 monthly, ...	3 months; in a private house.	Ditto ditto ditto.
Ditto, ..	Gokulgurh, ..	„	„	0	None.		
Ditto, ..	Gooraora, ..	2,686	678	0	None.		
Rohtuck, ..	Sampla, Persian, No. 1,	1,706	„	3	Rs. 2 monthly, and food, ..	1½ month; in a private house.	Kurreema.
Ditto, ..	Rohtuck, 5 Schools, Persian, No. 1.	13,257 „	2,939 „	7	No fixed pay. Takes what he can get.	6 years; in Master's house.	Gulistan, Dustoor-i-Sibeean, Khaluk Baree, Muhmood Nameh.

District and Pergunnah.	Town or Village.	Population.	Houses.	Number of Scholars.	Remuneration to School Masters.	How long Established.	Books.	Remarks.
Pergunnah Jharsa, ..	Goorgaon, Persian, No. 1.	„	„	4 Hindoos.	Rupees 2, Annas 4, with 1 rupee monthly from each boy. Presents on festivals.	1 year; in the Tehseeldar's house.	Kurreema and Muhmood Nameh, (Poetry.)	
Ditto, ..	Ditto, No. 2.	„	„	7 4 Hindoos, 3 Mahomedans.	Rupees 3 monthly, with food daily, and presents on festivals.	In a private house; one & a half month.	Gulistan and Bostan; Government books not taught yet.	
Ditto, ..	Ditto, No. 3.	„	„	2	Rupees 4 monthly, and daily food, and about 1 rupee more on holidays.	7 years; in a private house.	Buhar Danish, Insha Ujjeeb.	
Pergunnah Rewarree,	Qusbeh Rewarree. Hindee, No. 1.	25,990	6,602	20	Two pice from each boy, ..	15 years; in a place called Tota.	Accounts taught on Boards, (Puttee.)	
Ditto, ..	Ditto, No. 2.	„	„	25	2 pice per puttee, and food every 15th day.	22 years; in the Teacher's house.	Accounts.	
Ditto, ..	Ditto, No. 3.	„	„	20	Food every 15th day, ..	In a Bunneea's house; 20 years.	Accounts.	
Ditto, ..	Ditto, No. 4.	„	„	40	Food every 15th day, and 2 pice each.	For 20 years; in his own house.	Accounts.	
Ditto, ..	Ditto, No. 5.	„	„	45	2 pice each, and food every 15th day.	In a private house; 30 years.	Accounts.	
Ditto, ..	Ditto, No. 6.	„	„	30	Ditto ditto, ditto, ..	10 years; in a private house.	Accounts.	

Pergunnah Rewarree,	Persian, No. 1.	„	„	15	Receives what he can get, ..	12 years, ..	Zuleikha, Nirung-i-Ishk, Gulistan, Bostan, and Sikundur Nameh.
Ditto, ..	Ditto, No. 2.	„	„	8	Rs. 4 monthly, on holidays, and receives presents at times.	6 months; in a private house.	Gulistan, Bostan.
Ditto, ..	Ditto, No. 3.	„	„	5	Rs. 4 monthly, ...	9 months.	Zuleikha, Nirung-i-Ishk, Buhar Danish.
Ditto, ..	Ditto, No. 4.	„	„	5	Rs. 3 monthly, ...	6 months; in a private house.	Nirung-i-Ishk, Zuleikha, Buhar Danish.
Ditto, ..	Ditto, No. 5.	„	„	20	Rs. 6 monthly, ...	2 years.	Sikundur Nameh, Abul Fuzl.
Ditto, ..	Ditto, No. 6.	„	„	10	Rs. 15 monthly, ...	In a private house; 20 years.	Abul Fuzl, Sikundur Nameh.
Ditto, ..	Ditto, No. 7.	„	„	5	Rs. 4 monthly, ...	3 years; in a private house.	Madho Ram, Nirung-i-Ishk, Gulistan and Bostan.
Ditto, ..	Ditto, No. 8.	„	„	5	Rs. 3 monthly, ...	4 years; in a mosque.	Gulistan and Bostan taught.
Ditto, ..	Ditto, No. 9.	„	„	10	Rs. 3 monthly, ...	3 months; in a private house.	Ditto ditto ditto.
Ditto, ..	Gokulgurh, ..	„	„	0	None.		
Ditto, ..	Goorsora, ..	2,686	678	0	None.		
Rohtuck, ..	Sampla, Persian, No. 1,	1,706	„	3	Rs. 2 monthly, and food, ..	1½ month; in a private house.	Kurreema.
Ditto, ..	Rohtuck, 5 Schools, Persian, No. 1.	13,257 „	2,939 „	7	No fixed pay. Takes what he can get.	6 years; in Master's house.	Gulistan, Dustoor-i-Sibeeau, Khaluk Baree, Muhmood Nameh.

District and Pergunnah.	Town or Village.	Population.	Houses.	Number of Scholars.	Remuneration to School Masters.	How long Established.	Books.	Remarks.
Rohtuck, ..	Persian, No. 2.	„	„	14	Rs. 4 monthly salary; gets occasionally something else, amounting to about Rs. 10 monthly.	4 years; in Tehseeldar of Sampla's house.	Khaluk Baree, Gulistan, Bostan, Sikundur Nameh.	
Ditto, ..	Ditto, No. 3.	„	„	17	Rs. 5 monthly; on festivals and holidays gets probably about 1 rupee monthly more.	2 years, ..	Gulistan, Bostan, Abul Fuzl, Meena Bazar, Sikundur Nameh.	
Ditto, ..	Ditto, No. 4.	„	„	15	Rs. 8 monthly; and something on holidays and festivals.	4 years, ..	Ditto ditto ditto.	
Ditto, ..	Hindee, No. 1.	„	„	12	No salary; scholars pay 4 annas more or less, give presents on holidays, and every 15th day food, and 8th day 2 pice each.	17 years; in a Bunneea's shop.	Jor Jins, Zumeen-ki-Phailawut, (Mensuration.)	
Ditto, ..	Lahulee, ..	1,040	187	No School.				
Ditto, ..	Khuruk, ..	3,073						
Ditto, Bhewanee,	Bhewanee, Hindee, No. 1.	24,332	6,851	75	No monthly salary; 2 pice per puttee; every 15th day seedha.	33 years; in a Bunneea's shop.	Lekha, Hindee, (Accounts,) Bunneea's Arithmetic.	
Ditto, ..	Ditto, No. 2.	„	„	30	Ditto ditto ditto,..	6 months; in a Bunneea's shop.	Accounts.	
Ditto, ..	Ditto, No. 3.	„	„	4	No salary; as above for puttees and seedha.	27 years; in the Teacher's house.	Ditto.	
Ditto, ..	Ditto, No. 4.	„	„	30	Ditto ditto ditto,..	25 years; in his own house.	Ditto.	

Hissar, ..	Toshan, Persian, No. 1.	2,365			Rs.2-8 monthly, besides realizes an average of Rs.18-8 from the scholars, on festivals, &c.	6 months; in a Canoongoe's house.	Gulistan, Hosh Afza.
		„	„	12			
Paneeput,	Paneeput, Persian, No. 1.	22,748	5,388		Rs. 6 monthly; holiday presents.	28 years.	Gulistan, Bostan, Sikundur Nameh, Buhar Danish, Abul Fuzl.
		„	„	15			
Ditto, ..	Ditto, No. 2.	„	„	50	Rs. 8 monthly; presents, &c.	6 years; in a musjid.	Buhar Danish, Abul Fuzl, Zuhooree, Meena Bazar.
Ditto, ..	Ditto, No. 3.	„	„	11	Rs. 9 monthly; presents, &c.	7 months; in a moonshee's house.	Buhar Danish, Abul Fuzl, Zuhooree, Meena Bazar.
Ditto, ..	Ditto, No. 4.	„	„	50	Rs. 8 monthly; nothing else.	30 years; in a musjid.	Arabic Koran.
Ditto, ..	Ditto, No. 5.	„	„	18	Rs. 4 monthly; presents on festivals.	35 years; in a Royal Fort.	Sikundur Nameh, Buhar Danish, Kureema, Bostan, Insha Khuleefa, Abul Fuzl.
Ditto, ..	Hindee, No. 1.	„	„	40	Rs. 4 monthly; festival presents.	2 years; in putwaree's house.	Kothee, (Accounts.)
Ditto, ..	Ditto, No. 2.	„	„	25	Rs. 3 ditto, ditto, ...	10 years; in a Thakoordwara.	Kothee or Lekha, Jor Dhouncha.
Ditto, ..	Arabic, No. 3.	„	„	7	No salary, ...	19 years; in a mosque.	Koran.
Ditto. ..	Ditto, No. 4.	„	„	7	Rs. 3 monthly; presents on festivals.	1 year; in a private house.	Koran.
Ditto, ..	Persian, No. 5.	„	„	20	Rs. 4 monthly, ...	3 years; in a private house of a Canoongoe.	Buhar Danish, Gulistan.

District and Pergunnah.	Town or Village.	Population.	Houses.	Number of Scholars.	Remuneration to School Masters.	How long Established.	Books.	Remarks.
Paneeput,	Persian, No. 6.	„	„	10	Rs. 4 monthly, ...	10 months, ..	Buhar Danish, Gulistan.	
Ditto, ..	Ditto, No. 7.	„	„	20	Rs. 10 ditto, ...	6 months, ..	Ditto ditto ditto.	
Ditto, ..	Ditto, No. 8.	„	„	15	Rs. 4 ditto, ...	2 months; in a Vakeel's house.	Ditto ditto ditto.	
Ditto, ..	Ditto, No. 9.	„	„	5	Rs. 2 monthly; presents on festivals.	7 years; in a private house.	Ditto ditto ditto.	
Ditto, ..	Ditto, No. 10.	„	„	6	Rs. 2 monthly, and presents,	8 days, ..	Ditto ditto ditto.	
Ditto, ..	Arabic, No. 11.	„	„	7	Rs. 4 monthly, ...	9 months; in a mosque.	Koran.	
Ditto, ..	Ditto, No. 12.	„	„	2	Ditto ditto, ...	10 years, ..	Ditto.	
Ditto, ..	Ditto, No. 13.	„	„	45	Rs. 5 monthly; presents amounting to about 1 rupee more.	20 years, ..	Ditto.	
Ditto, ..	Ditto, No. 14.	„	„	15	Rs. 3 monthly, ...	5 years, ..	Ditto.	
Ditto, ..	Ditto, No. 15.	„	„	11	Rs. 4 ditto, ...	9 years; in a mosque.	Ditto.	
Ditto, ..	Ditto, No. 16.	„	„	8	Ditto ditto, ...	4 years; in a mosque.	Ditto.	
Ditto, ..	Ditto, No. 17.	„	„	15	Ditto ditto, ...	Ditto ditto, ..	Ditto.	
Ditto, ..	Sumalka, Persian, No. 1.	1844	„	2	Rs. 2 ditto, ...	3 months; in a Jat's house.	Buhar Danish, Madho Ram.	
Ditto, ..	Shastree, No. 1.	„	„	14	Gratis, ...	10 years; in Master's house.	Sarsoot, Chundrika Kamudee, Munorma, Shekhur, Rughvansh, Bhagwut Geeta.	

The Lieutenant-Governor read with much satisfaction the reports of the comparative success attained through the personal exertions and influence of the Pandit Ram Dyal, in the Dehlie districts; and His Honor requested that his approbation of the same, might be communicated to the Pandit.

The further employment of the Pandit as heretofore, on a salary of 50 rupees a month, chargeable to the Half Lac Fund, was authorized for one year, from the 1st May last.

APPENDIX F.

VERNACULAR EDUCATION IN THE SEHARUNPORE DISTRICT.

THE following Extracts are taken from the Annual Report of 1853-54, furnished by Captain Oldfield, on the Vernacular Schools in the district of Seharunpore.

The statistical tables, appended to this report, will show, that the study of useful knowledge has increased considerably in this district. In the Roorkee pergunnah alone, an increase of 26 per cent. will be observed in the number of scholars during the past year, and in the Seharunpore pergunnah, 8 per cent. Deobund is stationary, and Nikoor has only this year been brought under inspection.

The aggregate increase of scholars amounts to 952 in all the schools. There are 120 more learning Oordoo; 240 more Nagree; 221 more Surrafi; in which, whilst fewer are merely orally taught, 231 more are learning to cypher.

There is not, however, only a greater number of schools and scholars, but also a marked improvement in the nature of the subjects taught.

In the neighbourhood of Hurdwar a stimulus has been given to learning the elements of Sanscrit, which will doubtless increase the number of readers of the living languages, and in like manner the Koran schools serve to teach an alphabet for general purposes; whilst in the Persian schools there has been an advance from spelling books, to letter-writing and moral tales.

The number and nature of the books sold, afford unexceptionable testimony of progress in the right direction. The number of books sold during the year was double what it was in the previous year, and ten times the number given away.

I observe from the report in Vernacular Schools for 1852-53, that the Lucknow Press supplies a great deal of reading of an injurious tendency: now that a good stock of elementary school-books has been got up, every encouragement should be given to the production of entertaining and instructive narratives in Hindee and Oordoo,

Two little tales of Mr. Reid's have had a multitude of readers, and I have no doubt that books of travels would gain attention, if their story was carefully and simply told.

Of the Tehseeldaree schools, the greatest improvement has taken place in that at Deobund, which I ascribe, in a great degree, to the intelligent interest taken in it by the Tehseeldar of that place.

The Roorkee school, however, is still the most advanced, though not larger than that of Deobund, which is increasing. At Seharunpore there is much competition. The Missionary school is a large one, and there are many private schools. The Nikoor pergunnah is quite an agricultural district. Nikoor itself is but a small place; the distances from which many of the students come, show that the school was wanted, and that it is doing good.

The Artificers' school at Roorkee is gradually increasing in popularity; it numbered, in the month of December, 42 students, with an average attendance of 20 daily.

In May last the putwarees of the district were directed to avail themselves of the Tehseeldaree schools, and they entered their names accordingly. Their attendance was very irregular until lately, and is so still in pergunnah Nikoor.

On my late examination of these schools, I found a considerable attendance of putwarees; and now that they see how very simple and easy a matter it is to draw the forms of the fields they are called upon to measure, on a sheet of paper stretched upon a board, and carried out into the field itself, and that nothing but two bamboos, an iron ruler with a sight, a pencil, and paper scale, are requisite to enable them to make a plan of their village, I am in hopes that a desire to acquire the art of Surveying with a Plane table, will be rapidly diffused. Requisitions are coming in daily for these instruments, as well as for Cronmire's cases of drawing instruments, and Rodgers's color boxes, at 2*s.* 6*d.* and 1*s.* each, respectively, both patronized by the Society of Arts in England. I strongly recommend that for the present no bearings with the compass be required of the putwaree students, till they have thoroughly mastered the art of drawing plans without it. They will then be glad to get compasses to draw meridian lines on their plans, and eventually to survey boundaries, by bearings of the compass entered in a field-book, and subsequently protracted.

I regret to observe that the use of slates is beginning to spoil the hand-writing of many of the students. I have tried to insist in the Tehseeldaree schools, on writing lessons continuing to be given with reed pens, on painted boards,—a system which forms a bold, free hand whilst writing on slates, with slate pencils, is miserably cramped.

I have also encouraged the learning by every scholar, of the Multiplication Table up to 16. A thorough knowledge of the Multiplication Table in childhood, is of service throughout life, and if not mastered before the student trusts to writing down his calculations, equal readiness is never afterwards acquired.

I regret having been able to devote so little time to the visiting of schools in this district. I feel confident, however, that an impulse has been given to vernacular education, which requires encouragement and guidance only, for its useful development.

It was communicated to Captain Oldfield in reply to the above report, that the Hon'ble the Lieutenant-Governor was gratified in perceiving that there had been a considerable increase in the number of scholars, and in the extent of the sale of useful books, during the past year. These sales were, as noted in the margin. It was satisfactory also to see that the most numerous class of schools, is that in which two or more languages are taught.

	No.	*Value.*
Oordoo books, ...	1,604	461 4 6
Nagree books, ...	1,001	163 8 2
Sanscrit books, ...	1	1 8 0
Oordoo-Nagree do., ...	2	0 6 0
Works on M. Tables, ...	704	5 1 2
Maps, ...	28	5 15 6
Instruments, ...	10	0 10 0
Total in 1853, ...		638 5 4

Captain Oldfield was farther informed that the Visitor General of Schools commenced the preparation of an improved class of school-books in the present year. When a sufficiently varied and complete school series has been compiled, His Honor will be disposed to give every encouragement to the preparation of entertaining and instructive narratives, such as are referred to in the Report.

The Artificers' school at Roorkee continues to give fair promise of usefulness.

The Lieutenant-Governor was glad to learn that the attendance of the putwarees at the Tehseeldaree schools has latterly been more regular. He would wish that instructions in reading and writing the Nagree character, should invariably form a part of the course of teaching prescribed for them.

His Honor thought it very essential that the putwarees should be trained, as soon as they are ready for such instruction, to take bearings by the compass, and to protract neat and accurate maps.

Statement showing Number of Schools and Scholars for each of the last 3 years, in Zillah Seharunpore.

Name of the Tuhseeli.	No. of Schools and Scholars.						Increase shown in 1853 over Returns submitted in 1851.		Increase per cent.		Increase shown in 1853 over Returns submitted in 1852.		Increase per cent.	
	1851.		1852.		1853.									
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Seharunpore,	86	881	100	1146	107	1243	21	362	24·42	41·09	7	97	7·00	8·47
Roorkee, ...	99	942	93	999	101	1260	2	318	2·02	33·76	8	261	8·60	26·13
Deobund, ...	47	582	44	565	46	565	—1	—17	—2·13	—2·92	2	0	4·54	0
Total, ...	232	2405	237	2710	254	3068	22	663	9·48	27·57	17	358	7·17	13·21
Nikoor, ...	0	0	0	0	55	692	0	0	0	0	0	0	0	0
Grand Total,	0	0	0	0	309	3760	0	0	0	0	0	0	0	0

Showing Numbers of the several descriptions of Schools in each Tuhseeli, Zillah Seharunpore.

Description of Schools.	Seharunpore.		Roorkee.		Deobund.		Nikoor.		TOTAL.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Persian, ...	12	138	14	85	3	20	11	142	40	385
Koran, ...	32	287	13	115	12	111	7	82	64	395
Sanscrit, ...	8	52	17	325	2	27	5	35	32	439
Surrafi, ...	13	208	15	188	7	91	12	118	37	605
Nagree, ...	0	0	1	5	0	0	0	0	1	5
Persian, Koran, ...	28	376	18	164	16	160	14	161	76	861
Arabic, Persian, ...	1	2	0	0	0	0	0	0	1	2
Arabic, Persian, Koran, ..	1	9	0	0	0	0	2	38	3	47
Persian, Koran, Oordoo,	6	79	3	17	3	60	1	18	13	174
Persian, Surrafi, ...	1	31	1	11	0	0	0	0	2	42
Persian, Oordoo, ...	2	15	6	58	1	4	1	26	10	103
Sanscrit, Surrafi, ...	1	8	6	147	0	0	1	27	8	102
Arabic, Persian, Oordoo,	0	0	1	11	0	0	0	0	1	11
Surrafi, Persian, Oordoo,	0	0	1	7	0	0	0	0	1	7
Surrafi, Nagree, ...	0	0	1	6	1	50	0	0	2	56
Sanscrit, Nagree, ...	0	0	1	13	0	0	0	0	1	13
Persian, Arabic, Oordoo, Nagree, ...	1	5	0	0	0	0	0	0	1	5
Tuhseeli, ...	1	33	3	108	1	42	1	45	6	228
Total, ..	107	1243	101	1260	46	565	55	692	309	3760

Showing number of Schools existing at the end of 1852, *and the number established during* 1853, *noting those abolished in the interim.*

Tuhseeli.	*No. of Schools existing at the end of* 1852.			*No. of Schools established during* 1853.			No. of Schools existing at the end of 1853.	Remarks.
	Existing at close of 1852.	Abolished.	Total.	Existing at close of 1853.	Abolished.	Total.		
Seharunpore, ...	76	24	100	31	2	33	107	
Roorkee, ...	71	22	93	30	3	33	101	
Deobund, ...	28	16	44	18	3	21	46	
Total, ...	175	62	237	79	8	87	254	
Nikoor, ...	0	0	0	4	0	4	55	
Grand Total, ..	175	62	237	83	8	91	309	

Showing how, and by whom, the various Schools are maintained.

Tuhseeli.	Number of Schools.						Free Schools.	*No. of Schools maintained by*			Remarks.
	Government.		*Missionary.*		*Popular.*			Master of the house.	Scholars.	Master of the house and Scholars.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.					
Seharunpore,	1	33	Not recorded.	Ditto.	106	1210	31	24	18	34	
Roorkee, ..	3	108			98	1152	14	19	6	42	
Deobund, ..	1	42			45	523	12	7	9	18	
Nikoor, ..	1	45			54	647	9	9	17	20	
Total, ..	6	228			303	3532	66	59	70	114	

APPENDIX G.

INDORE SCHOOL.

THE following is an abstract of a Report of the Indore School and Printing Press, for the year 1853, furnished by the Head Master, to Sir R. N. C. Hamilton, *Bart.*, the Resident at Indore.

The Annual Examination of the school commenced on the 26th of September, and lasted, with intervals, till the 7th of October, after which the school broke up for the usual vacations.

His Highness the Maharajah, with the Principal members of the Durbar, visited the school for seven days, and took much pains in testing the qualifications of the pupils, in which they were assisted by the Resident.

The first English Class was examined for three successive days, in Rollin's Ancient History, Chambers's History of Greece, the 11th Book of Euclid, Bridge's Algebra, &c.; and the result was, on the whole, satisfactory to the examiners.

The fourth day was occupied with the 2nd and lower classes of the English Department, in which considerable improvement was observable.

The 1st Persian Class was examined in Zaheera, Hussun-i-Ishk, and Badur Chaj; the pupils are reported to have understood thoroughly the books they had studied.

The Sanscrit Class was examined by His Highness the Maharajah, personally, who expressed himself satisfied with the manner in which the youths acquitted themselves.

The results in the Hindee and Maharata Departments were equally favorable. In addition to their other studies, these departments were exercised in Geography and Algebra, of which they had acquired a fair knowledge.

At the end of the year under review, the number of pupils in the school was:—

In the	English	Department,	--	--	--	54
„ „	Sanscrit	ditto,	--	--	--	44
„ „	Hindee	ditto,	--	--	--	125
„ „	Maharata	ditto,	--	--	--	120
„ „	Persian	ditto,	--	--	--	110
				Total,	--	453

That is, 15 less than the number on the rolls in 1852.

The average daily attendance was 310. The ratio of Hindoos to Mahomedans was as 3·23 to 1. Almost all of the latter creed belonged to the Persian department.

The numerical strength of the Sanscrit department was the same as at the close of the preceding year; whilst there was an increase of 3 and 17 pupils respectively in the English and in the Maharata department.

In the Hindee, and the Persian department, there was a slight falling off, as compared with the year preceding.

Of the 468 pupils borne on the rolls at the close of 1852, 229 left the school at the commencement of the past year, and 214 fresh admissions were recorded at the end of the last term.

The following is a list of Scholarships for 1854:—

English Department.					
Ram Chunder, -- -- -- -- -- -- --	6	0	0		
Wasdeo, -- -- -- -- -- -- -- --	5	0	0		
Gopal Chunder, -- -- -- -- -- -- --	2	0	0		
				13	0	0
Persian Department.					
Bashurood Zaman, -- -- -- -- -- --	5	0	0		
Mooneer-ood-deen, -- -- -- -- -- --	2	0	0		
Gopal Singh, -- -- -- -- -- -- --	2	0	0		
				9	0	0
Sanscrit Department.					
Rugho Shastree, -- -- -- -- -- --	5	0	0		
Kashee Nath, -- -- -- -- -- -- --	2	0	0		
				7	0	0
Hindee Department.					
Nathoo Ram, -- -- -- -- -- -- --	3	0	0		
Sheo Bun, -- -- -- -- -- -- --	3	0	0		
				6	0	0
Total, Co.'s Rs. --				35	0	0

His Honor the Lieutenant-Governor, having, on receipt of the above report, expressed his desire to learn in what quarter the native teachers in the English Department received their education, and what employment, public or private, had been obtained by the seve-

ral pupils of all the departments, who had left the school during the last 3 years, the following statements were furnished, touching those points, through Sir R. N. C. Hamilton, *Bart.*, the Resident at Indore.

No. I.

Statement showing the quarters where the Teachers of the Indore School were educated.

Pandit Dhuram Narain, 1st English Teacher, is a native of Dehlie. He was brought up in the Dehlie Government College, where he remained for a space of 14 years, during which time he acquired a general knowledge of the English, Persian, and Hindee languages, and was a Senior scholarship-holder for nearly six years.

Pandit Prem Narain, 2nd English Teacher, is also a native of Dehlie. He was educated in the Dehlie College, and was an Assistant English Teacher when he left Dehlie for Indore.

Moulvee Abdool Samund, 1st Persian Teacher, was a student of the Benares Government College. On coming to Indore, he entered the Resident's Persian office, and was lately transferred to the Indore school.

Moulvie Hussun Khan, 2nd Persian Teacher, was a pupil of the Sehore school, where he passed a creditable examination, and was nominated to a Teachership in the Indore school.

Jagun Nath Pooranic, 1st Hindee Teacher, is a Malwa Brahmin, and a pupil of Saywaram Sidhantee, Teacher of Mathematics and Astronomy in the Sehore school. Besides a general knowledge of the Hindee language, he is acquainted with the Elements of Algebra, Euclid, and Sanscrit Astronomy.

Bahron Purshad, 2nd Hindee Teacher, is a Brahmin from the Upper Provinces. He was formerly a pupil of the Indore school. He acquired a knowledge of Mathematics with Saywaram Sidhantee, and is an intelligent young man.

Madhoo Rao Guroo, 1st Maharata Teacher, is a native of Kokun, and was brought up in the Rutnagaree Government school. He has a good knowledge of the Maharata language, and knows much of Simple Arithmetic.

Ramchunder Punth, 2nd Maharatee Teacher, is a resident of Kokun, and was brought up at home by his own parents.

Narain Shastree, 1st Sanscrit Teacher, is a Dukhinee Brahmin, and a good scholar of the Sanscrit Grammar. He completed his education in the city of Benares.

Nursing Shastree, 2nd Sanscrit Teacher, is a native of Indore. He has a good knowledge of Sanscrit Logic, and was educated by his uncle, who was a very renowned Pandit.

No. II.

Statement showing the number of Pupils that have left the Indore School since 1850, *and obtained employment.*

From the English Department.

1*st.*—*Rao Ramchunder.* In personal attendance on the Maharajah.

2*nd.*—*Khoman Sing Buxee.* Commandant of Cavalry of H. H. the Maharajah.

3*rd.*—*Bheem Gir Baba.* Head Officer of the Aligol.

4*th.*—*Narain Rao Amrit.* Formerly an English writer in the Residency office;—now out of employ.

5*th.*—*Luchman Rao.* An English and Maharatee writer in the Mehidpore Agency office.

6*th.*—*Gunaishee Lall.* Record-keeper in the Foujdaree Adawlut.

7*th.*—*Withul Kaisho.* English Teacher in the Maunpore school.

8*th.*—*Oosman.* Formerly an English writer in the Indore Residency office.

9*th.*—*Gunaish Shastree.* An English writer with Doctor Impey.

10*th.*—*Thakoor Pershad.* Drill Major in the Artillery.

11*th.*—*Chimnajee Ramchunder.* Teacher to the Chief of Sillana.

12*th.*—*Ragho Sreeput.* Ditto ditto ditto, of Jhabooa.

13*th.*—*Kishen Bheea.* Teacher in the Indore Military school.

14*th.*—*Wiket Rao.* Post-office writer.

15*th.*—*Jamasjee.* An English writer in the Residency office.

From the Persian Department.

1*st.*—*Salar Khan.* Persian Teacher in the Dhar school.

2*nd.*—*Choonee Lall.* Moonshee in private employ, and Teacher in the Sirdarpore school.

3*rd.*—*Moonna Lall* 2*nd.* Moonshee in private employ.

4*th.*—*Imam Khan.* Vakeel in the Dewanee Adawlut.

5*th.*—*Sooltan Khan.* Ditto ditto.

6*th.*—*Hookman.* A Writer in ditto.

7*th.*—*Ismail.* Persian Moonshee in private employ.

8*th.*—*Ali Bahadoor.*
9*th.*—*Shaik Moneer.* } Writers in the Residency Persian office.

FROM THE MAHRATEE DEPARTMENT.

1*st.*—*Balwunt Rao Amrit.* Vakeel.

2*nd.*—*Anund Rao Pandit.* Serishtadar at Tarana.

3*rd.*—*Anund Rao Ramchunder.* In the Road Department at Gwalior.

4*th.*—*Ramchunder Ramahjee.* Employed in the Indore Foujdaree Adawlut.

5*th.*—*Bhaoo Deena Nath.* Writer.

6*th.*—*Kishen Roognath.*
7*th.*—*Ramchunder Winae.* } Both attend the Residency office.

FROM THE HINDEE DEPARTMENT.

1*st.*—*Ram Lall.* Mooneeb with Himmut Ram Sawaee Ram, Bankers.

2*nd.*—*Dhurum Chund.* Keeps a shop.

3*rd.*—*Bhugwandoss.* Ditto ditto.

4*th.*—*Manuk Chund.* Ditto ditto.

5*th.*—*Ram Narain.* Mooneeb in a Banker's establishment.

6*th.*—*Muttra Lall.* Keeps a shop.

7*th.*—*Heera Lall.* Ditto ditto

8*th*—*Bhugwunt Rao.* A Putwaree.

9*th.*—*Oonkar.* Shroff.

10*th.*—*Mootee Ram.* Gomashta with a Contractor.

In forwarding the above the Resident stated, that during the past few years, schools had been formed at Jhabooa, Sillæea, Mooltan,

Bhopawar and Dhar, " which would spread the seed over districts in which to be able to read, was considered a prodigy."

A very interesting Regimental School has also been formed in the Bheel Corps, and is supported out of the funds for the maintenance of the Corps; the Head Master of this school was educated at the Indore Institution.

The Lieutenant-Governor was much gratified by the above information on the measures which had been adopted under the Resident's encouragement and guidance, for the establishment of schools at different places of importance in Malwa.

In regard to the Indore School His Honor did not doubt that, as the education communicated at that Institution became more advanced, and its benefits more widely appreciated, the more proficient pupils would gradually rise to employments of higher weight and usefulness.

Establishment of the Indore School, as standing on the 1st of January 1854.

Name.	*Rank.*	*Amount.* Rs.	As.	P.	Remarks.
Pandit Dhurum Narain,	Superintendent, and 1st English Teacher,	150	0	0	
Pandit Prem Narain,	2nd ditto ditto,	50	0	0	
Moulvee Abdool Samad,	1st Persian ditto,	40	0	0	
Moonshee Hussun Khan,	2nd ditto ditto,	30	0	0	
Narain Shashtree,	1st Sanscrit ditto,	75	0	0	
Nursing Shastree,	2nd ditto ditto,	25	0	0	
Madho Rao,	1st Mahratee ditto,	25	0	0	
Ramchunder Punt,	2nd ditto ditto,	10	0	0	
Juggunnath Pooranie,	1st Hindee ditto,	20	0	0	
Bahron Pershad,	2nd ditto ditto,	15	0	0	
Ramchunder,	English Scholar,	6	0	0	
Wasi Davee,	Ditto ditto,	5	0	0	
Gopal Chunder,	Ditto ditto,	2	0	0	
Bashar-ool-Zaman,	Persian ditto.	5	0	0	
Mooneer-ood-deen,	Ditto ditto,	2	0	0	
Gopal Sing,	Ditto ditto,	2	0	0	
Ragho Shastree,	Sanscrit ditto,	5	0	0	
Kashee Nath,	Ditto ditto,	2	0	0	
Nathoo,	Hindee ditto,	2	0	0	
Sheir Bux,	Ditto ditto,	3	0	0	
Mungul,	Furrash,	5	0	0	
Rumzaun,	Bhistee,	5	0	0	
Winan Bhut,	Water-bearer,	5	0	0	
Jewun,	Sweeper,	4	0	0	
Stationery,		10	0	0	
	Total,	503	0	0	

The following letter was addressed by the Resident at Indore, to the Secretary to the Government, on the 14th March last:—

From Sir ROBERT HAMILTON, *Baronet, Resident at Indore, to* W. MUIR, *Esq., Secretary to Government, N. W. Provinces.*

SIR,—The opportunity of Mr. John Muir's visit to Indore, being very favorable to obtain a correct report in the qualifications and working of the Indore School, both as regards its Masters and pupils, that Gentleman was requested to examine the Classes and Institution in any way he might think proper: the result of his enquiries he kindly embodied in a note, a copy of which I have the honor to submit, for the information of the Hon'ble the Lieutenant-Governor, N. W. Provinces.

I have, &c.,

(Signed) R. N. C. HAMILTON,

Resident

Indore . *h* 1854.

NOTE ON THE INDORE SCHOOL.

Having been requested to visit and report upon the school maintained by His Highness Maharajah Holkar, I have the honor to state as follows:—

2nd.—I visited the school for two days successively, on the 31st ultimo and 1st instant; the first time in company with Mr. John Mildmay, the Officiating 2nd Assistant to the Resident, (who visits the Institution from time to time, and takes a lively interest in its welfare,) and spent about four hours, on each occasion, in examining the students, especially those of the English, Hindee, and Sanscrit Classes.

3rd.—The following is a copy of a memorandum of the attendance at school on the day of my first visit, furnished to me by Pandit Dhurum Narain, the Superintendent of the establishment:—

Department.	*P.*	*A.*	*S.*	*L.*	*Total.*
English, ...	36	5	3	5	49
Persian, ...	104	3	2	7	116
Mahratee, ...	102	6	0	0	108
Hindee, ...	95	17	6	16	134
Sanscrit, ...	32	5	0	7	44
Total, ...	369	36	11	35	451

4th.—I abstain from all details regarding the origin of the school, the establishment of teachers, the books studied, and other statistical matters, on which such information as may be desired, can be obtained; and confine myself to a description of the attainments of the pupils in the several classes to which my necessarily cursory and imperfect examination extended.

I.—English.

5th.—On the first day I examined five of the 1st English Class in the beginning of Chapter 17 of Blair's Lectures on Rhetoric and Belles Lettres, which they are studying, and the other two young men in Elphinstone's India. The pronunciation of the students was very fair, (especially considering that their teacher is himself a native of India,) and four out of the five who read Blair's Lectures, seemed to have a good apprehension of the sense of the author. They were not however able to translate it fluently into good Oordoo or Hindee, and seemed often at a loss for the most exact and apt equivalent for the more abstract English terms occurring in the passages read. This seems to arise partly from the fact of their teacher, Pandit Dhurum Narain, (a native of the North Western Provinces, and an elevée of the Delhie College,) being but imperfectly acquainted with Mahratee, (the vernacular of most of the class; but it must also, I think, be occasioned in part by their not being sufficiently exercised in transposing the English texts into the vernacular, in a manner combining (as far as the idiomatical differences of the languages will allow) freedom with precision, in the rendering of the principal English terms; more attention to translation, in a style both exact and idiomatical, would not only be likely to render the student's own conceptions of his subject more clear and definite, but would also render him better qualified to communicate effectively to others, in his own language, the purport of what he had acquired through the English.

6th.—I also examined five youths of this class in Greek History, which they had been reading: one or two of them had a fair recollection of the facts in which they were questioned.

7th.—Two of the seven students in this class (Marwarees by descent) have been, till lately, absent from the school for a great length of time. They were younger and less advanced than the others, but quick and intelligent; explained correctly the passages I gave them to read in Elphinstone's India, and answered properly some questions which I put on the facts of the History. These boys, whose vernacular differs less than the Mahratee does from Hindee, appeared to me able to translate into the vernacular better than their Mahratee class fellows.

8*th*.—I did not attempt to examine this class in Algebra and Mathematics, which they are studying.

9*th*.—On my second visit to the school, I found only three of this class in attendance, owing to the occurrence of marriages, or some religious ceremony, which called many of the students away.

10*th*.—I took with me the "Wanderings" of Pilgrims in the Himalaya, a book the youths had not before seen, with the view of testing their strength in the comprehension of English generally. The result was very satisfactory, as regards the two elder youths of nineteen and twenty years, whose attendance at the school has been continuous, and who are the best scholars in the class. They understood clearly the meaning of the words, and the sense of the passage descriptive of a rope suspension-bridge over the Bhagaruttee, which I gave them to read; though here again they failed in apt and idiomatic translation. The third (Marwaree) youth, whose studies have been intermitted, found the book somewhat too difficult to explain *ad aperturum libri*.

11*th*.—The two senior youths answered correctly two simple questions I put on the chemical composition of air and water, and one of them knew some elementary facts relating to the Solar System.

12*th*.—These two lads have evidently acquired a proficiency which shews, that with a sufficient amount of further study, they may easily become accomplished English scholars. Four of this class are said by their teacher to appreciate properly the advantage of an English education, and to love knowledge.

13*th*.—The former 2nd English Class having been lately broken up, the present 2nd Class, which has been but recently formed out of the former 3rd and 4th Classes, is very far behind the 1st Class. The members of it, whom I saw, were a little boy, and two grown-up youths. They are reading Marshman's History of Bengal. I also gave them some easy passages picked out of "Pilgrim's Wanderings" to read. The little boy partly understood the passage he read; one of the grown-up youths also understood very fairly the passage on which he was tried, while the third student did not read so well, but understood something.

14*th*.—The 3rd Class (English,) consisting of boys aged on an average about 14 or 15, read and explained some passages in the 3rd Reader, which they had previously studied; one of them knew some grammar.

15*th*.—It is very gratifying to find the study of English prosecuted so successfully at it is in the 1st Class, at a place like Indore,

where so little inducement exists to its cultivation. This result is no doubt mainly due to the interest which His Highness the Maharajah and the Resident evince in the promotion of English education.

16*th.*—It may be interesting to know that I met with Ganaish Shastree, one of the elevées of the Institution, a young man who speaks English with very commendable, though not perfect accuracy, and whose acquirements (now that he has finished his education) are turned to some account by the Maharajah. He is employed, in connection with the Electric Telegraph establishment, by His Highness, between the Residency and his own palace, (which I saw, though I did not witness its working,) and also in taking daguerreotypes, making small baloons, &c.; he had lately returned from Bombay, whence a small model of a steam-engine, or carriage, is expected.

II.—Hindee.

17*th.*—The 1st (Hindee) Class read and understand Hindee very well; indeed, I was much pleased with their fluency and knowledge of words, even such as are not popularly current; they read Geography, of which they have some elementary knowledge.

18*th.*—The 2nd and 5th Classes too read well.

19*th.*—Some of the more advanced students of Hindee and Mahratee, solved readily some problems in Algebra, (in Simple Equations,) which were set them in my presence.

20*th.*—I imagine the Superintendent is unable to communicate to the youths in the vernacular departments, any considerable amount of general knowledge, both from the want of teachers who are themselves masters of this sort of information, and also from the want of books, of which he complained. I recommended him to place himself in communication with Mr. H. S. Reid and Dr. Ballantyne, to whom I gave him notes of introduction.

III.—Maharatee.

21*st.*—I heard one or two of the students of Maharatee read, but from my ignorance of the language I could not examine them. I have little doubt, however, from what I saw of the other departments, that the boys are well taught in this branch of study also. The best Maharatee youths, in all the classes, have a very quick and intelligent look.

IV.—Persian and Oordoo.

22*nd.*—I heard some of the 1st Class grown young men, read with fluency some passages of Abul Fuzl, but I had not time to examine properly into their knowledge of Persian.

23*rd.*—The 8th and 9th Classes of this Department, who only study Oordoo preparatory to Persian, read it well. I could not examine the other classes.

V.—Sanscrit.

24*th.*—I tried the capability of some of the elder students of this language to understand the meaning of a Sanscrit composition which they had not previously studied, by putting into their hands some simple verses, the most of which they could explain. They also answered some of the difficult questions in Sanscrit grammar which I proposed; on the 2nd day I gave them some simple Hindee to render into Sanscrit, but I did not find they had any skill, or even complete correctness in composition; still two or three of them are very fair Sanscrit scholars.

25*th.*—The school, as will be seen from memorandum in paragraph 3rd, is a large one, and great credit appears to me to be due to the Superintendent, Pandit Dhurum Narain, not only for the way in which he has brought on the Head English Class, but also for the efficiency which, by his supervision, he has introduced into all the departments, as far as my observation enabled me to discover.

26*th.*—I also visited the Lithographic Press attached to the school, where a newspaper, edited by the Superintendent, was in process of being lithographed. Many reprints of books (of which a list may be obtained from the local authorities, if desired,) have issued from this Press.

(Signed) John Muir.

14*th February* 1854.

The following is a brief report, on the condition of the Indigenous Schools at Malwa, which were visited and examined by Pandit Prem Narain, the 2nd English Teacher in the Indore School.

RUTLAM SCHOOL.

The Rutlam School was visited on the 15th of December 1853. It it divided into Sanscrit, Hindee, and Persian Departments. The number of students, altogether, amounted to thirty-six. The school has existed several years, but owing to want of proper attention, little, if any good, has been effected. The Sanscrit students were the most advanced. The 1st Class read Niay Shaster, Sidhant Komdi, Amur Kosh, and Jotish. The head teacher in this department is a servant of the Rutlam State, by which he is paid Rs. 300 per annum, irrespective of his employment at this school. The 2nd teacher receives Rs. 100 per annum from the State, for attending

to the school. The Persian teacher had been in his office only fifteen days, and there was no teacher for the Hindee present, at the time the school was visited.

DHAR SCHOOL.

Mohumed Salar Khan, a late pupil of the Indore School, has been in charge of this school since 1849. All the students, 17 in number, read Persian; of these, nine only were present at the time the school was visited, the rest having either gone with the Dhar Chief to the Deccan, or absented themselves otherwise. The 1st Class read Gulistan and Bostan; the other classes only elementary books.

The number of scholars seems to have declined since the school was examined in 1852, and the general results were not quite satisfactory.

The Dhar School is maintained by the Chief, who pays Rs. 20 per mensem to the teacher, Salar Khan, in lieu of a cash remittance he formerly made to the Residency Treasury, for educational purposes.

JHABOOA SCHOOL.

Ragho Sureeput, a pupil of the Indore School, was deputed in 1852 to teach the young Rajah of Jhabooa. In addition to his ordinary duties, he was subsequently desired to collect a number of pupils and esablish a school; this he did, and has now about fifteen scholars under his charge.

The school was visted on the 10th January 1854, but owing to the Chief having gone out to meet the Resident in his district, the teacher was absent, and consequently an opportunity of seeing and examining the school was lost.

This school is only in its infancy. The boys read elemetary Hindee books, as in other places. The teacher, as Preceptor to the Chief, draws a salary of Rs. 20 per mensem from the State.

SIRDARPOOR SCHOOL.

This is a Regimental Institution, and was visited by the Resident himself on the 27th December 1853.

Pandit Prem Narain examined the different classes in Persian and Hindee. The total number of students in the school is 59, of whom about 49 attend the Hindee, and ten the Persian Department. The 1st Class of the latter, consisting of three pupils, read the Gulistan; the other classes read elementary books.

The studies of the Hindee students are Æsop's Fables, Singhasun Butteesee, Baital Pucheesee, and other class-books, besides Arithmetic, which is taught to the Persian pupils as far as the Rule of Three.

Most of the students are the sons of Officers and Privates of the Malwa Bheel Corps.

On entering the school, the boys are enrolled in the Hindee Department, and continue in it until they are able to read and write, and are otherwise sufficiently advanced to be transferred to the Persian Department. The students that had thus progressed, passed a very satisfactory examination; they read Hindee fluently, wrote what was dictated to them with general accuracy, and worked sums in Arithmetic (some of which were rather perplexing) quickly and correctly.

Lalla Choonnee Lall, an ex-pupil of the Indore School, is the only teacher here; his salary is 30 Rs. a month, which, in addition to other charges, is defrayed from the funds of the Regiment. One of the best students has been made a monitor or assistant teacher, and is paid from the sums presented by the Resident on the occasion of his annual visits. The successful scholars are rewarded with books, and the best and most advanced pupils are, on finishing their studies, provided for in the Regiment as opportunity occurs.

MOOLTAN SCHOOL.

This school musters 29 scholars, all of whom attend regularly. Besides these, five or six receive instruction at the house of the teacher. The scholars read Rangre, the vernacular of the locality, and learn Arithmetic. The teacher, Ram Rao, a *Dukhinee* Pandit, was sent from Indore in 1850 to teach the young Chief of Mooltan, and succeeded in establishing this school, which he has conducted in a very satisfactory manner. The pupils resorting to the school, are generally the sons of Bunneeahs, who remove their children as soon as they have learnt to read and write, and have acquired a little knowledge of Arithmetic.

The class-books are Baital Pucheesee, Singhasun Butteesee, Brind-Sut-Sahee, and Rajniti, some copies of which are supplied from the Indore Lithographic Press.

SILLANA SCHOOL.

In 1851, when the Sillana State came under the management of the British Government, Chimnajee Rao, a young and promising pupil

of the Indore School, was selected as teacher to the minor Chief of that State, and sent to his post in 1852. He subsequently collected 58 boys and formed this school, which, under the Resident's fostering care, will, it is hoped, gradually rise to a position of importance. The salary of the teacher is 30 Salim-Shaee rupees per mensem, and is paid by the Sillana State.

MAUNPORE SCHOOL.

This school was established in 1850. Withul Kaisho, a student of the Indore School, has had charge of it ever since, on a salary of Rs. 20 per mensem. The number of students at present amounts to 28, and is divided into Hindee and Mahratee classes, reading the same books as in the other schools. Competent teachers, who will quietly and steadily persevere in gaining the good-will of the people about them, are much required to overcome the obstacles, and dissipate the prejudices, with which they will be called to contend. In order to stimulate exertion, the teachers were informed, that at the end of each year increase or diminution in the number of the pupils, and their progress during the year, will be carefully compared, and the most successful teacher brought favorably to notice.

Abstract Statement of the number of pupils, &c. in the different Public Schools in Malwa.

Name of the School.	Pay of Teachers.					Number of Students.					Remarks.
	Persian.	Hindee and Mahratee.	Sanscrit.	English.	Total.	Reading Persian.	Reading Hindee and Mahratee.	Reading Sanscrit.	Reading English.	Total.	
Sirdarpore School,	30	0	0	0	30	10	49	0	0	59	This is a Regimental Institution, conducted by Lalla Choonee Lall, a pupil of the Indore School, under the guidance of Major Stockley. Gulistan, Bostan, Singhasun Butteesee, Baital Pucheesee, and Rajnitee, are the class-books.
Jhabooa School, ..	0	20	0	0	20	0	15	0	0	15	The school is under the management of Ragho Sareeput, a pupil of the Indore School, and was established by the Jhabooa State. Puttee, Singhasun, Baital, and Rajnitee, are the class-books.
Mooltan School, ..	0	20	0	0	20	0	35	0	0	35	This is a Hindee School, conducted by Ram Rao, and supported by the Mooltan State. The class-books are the same as in other schools.
Dhar School, ..	20	0	0	0	20	0	15	0	0	15	This is a Persian School, conducted by Salar Khan, a pupil of the Indore School, and supported by the Chief of Dhar. Gulistan and Bostan are the class-books.
Maunpore School, ..	0	20	0	0	20	0	28	0	0	28	This is a Hindee and Mahratee School, conducted by Withul Kaisho, a pupil of the Indore School, and supported by the Maunpore authorities. The class-books are the same as in other schools.
Rutlam School, ..	20	0	33	0	53	20	0	16	0	36	This school belongs to the Rutlam Chief, and is not fully organized.
Sillana School, ..	0	0	0	30	30	0	50	0	8	58	Chimnajee, a pupil of the Indore School, conducts the English School, which was established by the Sillana State.

THE PRINTING PRESS.

The operations of the Press, during the year, have also been satisfactory; 2,750 copies of different books, as detailed below, were printed within the 12 months embraced in this Report:—

LIST OF BOOKS PRINTED.

Amur Kosh, 2nd Edition, -- -- -- --	450
Tota Kahanee, -- -- -- -- --	300
Mahrata Singhasun, -- -- -- -- --	200
Charatun, -- -- -- -- -- --	150
Roopawalee, -- -- -- -- -- --	200
Pattee, -- -- -- -- -- -- --	200
Mahmun, 2nd Edition, -- -- -- --	200
Vishnu Sahasurnam, 2nd Edition, -- -- --	150
Smaschakur, -- -- -- -- -- --	200
Manorunjun, -- -- -- -- -- --	200
Mal Rajah, -- -- -- -- -- --	200
Sabha Bilas, -- -- -- -- -- --	300
	2,750

Three of the abovenamed works had passed through the 2nd Edition; and of one, a 3rd Edition was about to be commenced. The demand for Hindee publications was the greatest, and that for Persian books, the least.

The following Table exhibits in collateral columns, the comparative value of Publications printed and sold from 1st November 1852 to 31st October 1853.

Value of Publications printed and sold at the Indore Press.

	Hindee.	*Sanscrit.*	*Almanac.*	*Mahratee.*	*Persian.*
Printed, --	582 15 0	1,551 0 0	0 0 0	200 0 0	0 0 0
Sold, -- --	391 0 0	90 6 0	156 6 0	61 0 0	11 0 0

The receipts for the same period were as follow:—

For Lithographic Forms, -- -- -- --	Rs.	587	14 9
Malwa Akhbar, -- -- -- -- --	„	807	12 0
Sale of Books,-- -- -- -- -- --	„	710	1 6
Miscellaneous,-- -- -- -- -- --	„	687	13 0
Total, Rs.		2,793	9 3

While the expenses of the same period were:—

Purchase of Materials, -- -- -- -- --	Rs.	478	2 0
Wages of Establishment, -- -- -- --	„	1,518	0 0
Miscellaneous Charges,-- -- -- -- --	„	224	2 0
Total, Rs.		2,220	4 0

During the last six years several copies of nearly 50 different books, have been printed at this Press, amounting in value to upwards of 10,000 Rs.; of these, about 4,500 volumes have been sold, and the remainder is still on hand.

The "Malwa Akhbar" newspaper is also printed at this Press, It numbered 80 subscribers during the past year, and realized Rs. 807-12-0.

APPENDIX II.

CURATOR'S DEPOT.

THE Curator has charge of the General Depository of Books belonging to Government. In this paper the word "Books" is used, to designate Educational and Official Books, and Books of every description, and also to include maps, plans, and, generally, all educational materials. No works on religion, of a sectarian character, are admitted into the Curator's Depôt.

The Curator receives his supplies from various sources. He retails the publications thus received, at his own depôt, or issues them gratis, when required by Public Officers, with the express sanction of Government.

He also distributes Books for sale in the Zillahs, on the requisition of Revenue Collectors, and a depôt account is opened with each. On the debit side of this account, correct lists of the books which from time to time have been supplied, are entered, with the price of each. The remittances made by the Collectors, in whose Zillahs such depôts have been established, and to whom books have been furnished, are exhibited on the credit side of the account.

A sample account is given in the margin. When the two sides of the account balance, the Curator learns that there are no books remaining in the Zillah.

Dr. *Moradabad Depot.* *Cr.*

1853.	HINDEE.		1853.		
January 1,	100 copies Phailawut, at 3 as.	18 12 0	June 24,	Draft on the Collector of Agra,	18 6 0
"	200 copies Map Tolo, at 3 as. ...	37 8 0	August 17,	Draft on the Collector of Agra,	13 4 0
					31 10 0
"	300 copies Putwaree-ki-kitab, at 4 as.	75 0 0		Balance due to the Curator,	99 10 0
	Total, Co.'s Rs....	131 4 0		Total, Co.'s Rs....	131 4 0

Accounts with private societies and individuals are adjusted and settled, without reference to Government, and are always open to inspection.

In the margin is a note, shewing the number of Books stored during the year 1853, amounting to 2,93,008; the issues by sales and distribution to the depôts, were only 1,46,311, leaving an increase of stock in hand, represented by 1,46,697. Much of the issues, it will be remembered, is virtually stock outlying in the depôts. The Tabular Statement in the margin shews in one view, the progressive increase of stock actually in the Curator's Depôt.

STOCK.

Months.	*Receipts.*	*Issues.*	*Balance.*
1853.			
January, ...	8,707	6,841	1,866
February, ..	6,369	9,452	—3,083
March, ...	7,267	18,952	—11,685
April, ...	17,858	11,951	5,907
May, ...	16,054	11,013	5,041
June, ...	15,108	10,816	4,292
July, ...	26,079	8,486	17,593
August, ...	38,593	17,845	20,748
September, ..	42,697	18,382	24,315
October, ...	22,675	4,642	18,033
November, ..	42,966	10,621	32,345
December, ..	48.635	17,310	31,325
Total, ..	2,93,008	1,46,311	1,46,697

Abstract Comparative Statement of the several classes of Books sold at the Curator's Depôt, during 1851, 1852, *and* 1853.

Nature of Publication.		1851.				1852.				1853.				Total for 3 Years.			
		Number of Copies.	Hindoos.	Mussulmans.	Christians.	Number of Copies.	Hindoos.	Mussulmans.	Christians.	Number of Copies.	Hindoos.	Mussulmans.	Christians.	Number of Copies.	Hindoos.	Mussulmans.	Christians.
Jurisprudence,	English,	64	1	0	50	79	2	0	76	275	49	0	215	418	52	0	341
	Ditto and Oordoo,	0	0	0	0	0	0	0	0	4	0	0	4	4	0	0	4
	Oordoo,	0	0	0	0	0	0	0	0	24	8	1	8	24	8	1	8
	Hindee,	0	0	0	0	0	0	0	0	3	1	0	1	3	1	0	1
Revenue,	English,	143	2	0	132	57	3	0	51	87	8	2	74	287	13	2	257
	Oordoo,	120	29	24	39	756	64	50	39	174	58	12	29	1050	151	86	107
Miscellaneous,	English,	302	4	0	190	311	1	1	284	458	9	0	419	1071	14	1	893
	Oordoo,	104	0	4	2	64	11	17	8	62	25	6	14	230	36	27	24
Educational,	English,	7	0	0	6	7	1	0	6	40	8	0	32	54	9	0	44
	Ditto and Hindee,	0	0	0	0	0	0	0	0	19	1	0	7	19	1	0	7
	Ditto and Sanscrit,	37	6	0	21	15	1	0	7	18	3	0	14	70	10	0	42
	Ditto and Oordoo,	0	0	0	0	0	0	0	0	17	7	0	5	17	7	0	5
	Oordoo,	1413	28	40	97	1743	76	38	182	5055	267	68	259	8211	371	146	538
	Hindee,	2184	50	17	159	5139	129	22	293	13770	320	20	354	21093	499	59	806
	Ditto and Sanscrit,	4	0	0	2	0	0	0	0	0	0	0	0	4	0	0	2
	Nagree and Kaithee,	0	0	0	0	6	0	0	1	90	0	7	4	96	0	7	5
	Mahajunnee,	38	1	0	4	0	0	0	0	0	0	0	0	38	1	0	4
	Persian,	0	0	0	0	0	0	0	0	139	23	8	20	139	23	8	20
Maps,	English,	48	0	0	26	144	15	1	284	367	12	0	311	559	27	1	447
	Oordoo,	28	11	16	0	1	0	0	1	73	27	3	10	102	38	19	11
	Hindee,	36	9	0	1	18	0	0	2	49	9	0	3	103	18	0	6
Total,		4528	141	101	729	8340	303	129	1060	20724	835	127	1783	33592	1279	357	3572

APPENDIX I.

THE following letter was forwarded to the Secretaries to all Committees of Public Instruction in the North Western Provinces, relative to the measures which the Hon'ble the Lieutenant-Governor desired to see adopted in the training of pupils attached to the several Colleges in these Provinces, with a view to their more extensive employment in the higher branches of the Public Administration.

From W. MUIR, ESQ., *Secy. to the Govt. of the N. W. Provinces, to* J. R. BALLANTYNE, L. L. D., *Secy. Local Committee of Public Instruction, Benares, No.* 50 *A., dated Camp Mirzapore, the 24th November* 1853.

SIR,—I am directed to acknowledge the receipt of your letter No. 150, dated the 21st instant, submitting a statement of pupils who have obtained employment, after having left the Government College at Benares since 1851.

2nd.—In reply the Hon'ble the Lieutenant-Governor desires me to intimate, that he has seen with much regret, how very few of the more advanced students of the Anglo-Vernacular Department of the College, have as yet become connected with the higher branches of the Public Administration.

3rd.—It is his desire and resolution to cause a preference to be shown at an early date, in selections for public employment to students who have given proof of proficiency in a sound and enlarged English education, combined with a free use and conversancy in the languages of business and of ordinary life. He will also especially encourage the students who add a mastery over the resources of the English language and literature, to a knowledge of the Sanscrit language, and, through it, to a familiarity with the Hindee language in its most accurate and applicable forms.

4th.—His Honor, as he stated personally to the Committee at the College, anxiously desires to see the concurrent cultivation of the English and of the native tongues: to the former, and to the wide and high range of its instructive literature, he looks for the best results in forming the intellects, and elevating the feelings of the pupils. By the latter, the knowledge and the sentiments so acquired, will be made available to the students in their future intercourse with their countrymen, so as alike to render them better qualified for the conduct of public and private affairs, and to aid in the diffusion of a spirit of general improvement.

5th.—Hence it was that the Lieutenant-Governor laid so much stress, when at the College, on the constant practice, not merely of a literal rendering of the meanings of words, but of a full idiomatic version of the whole sense and spirit of the passages used in English authors. It is by such practice that the habit of generally intelligible and appropriate translation can alone be acquired, and it need not be said that, by it, the true and thorough understanding of the force and meaning of the English work in the hands of the student, will best be promoted.

6th.—His Honor also attaches much importance to the practice of causing the pupils to converse with each other freely in English, on ordinary subjects, at frequent fixed intervals, in the presence of their teachers, and as a part of the regular course of instruction, when mistakes would be pointed out, and better forms of expression suggested. It is by such practice only that fluency and accuracy in the conversational use of a language can be imparted.

7th.—His Honor has readily sanctioned the employment of a qualified person to teach Writing and Plan Drawing to the students, and he has directed the Commissioner and the Collector to send to the College, at convenient times, persons from their offices, with native official papers, in order also by instruction and explanation, to familiarize the students with the style, terms, and modes of writing and record, which are employed in the conduct of public business.

8th.—Practical instruction of this kind, as subsidiary to the improved training of the mind and heart, by a good and liberal education, will, doubtless, be extremely useful.

9th.—The Lieutenant-Governor will gladly receive any further suggestions from the Committee, that may seem calculated to promote the general objects that he has thus placed before their view.

I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Camp Mirzapore, the 24th November 1853.

From J. MIDDLETON, ESQ., *Secy. Local Committee of Public Instruction, Agra, to* W. MUIR, ESQ., *Secy. to the Govt., N. W. Provinces, General Department, Agra, No.* 128.

SIR,—I am directed to acknowledge receipt of your letter No. 51 A., enclosing copy of a letter addressed to the Secretary Local Committee of Public Instruction at Benares, dated 24th ultimo, and to communicate for the information of His Honor the Lieutenant-Governor, that,

2nd.—The Committee learn, with satisfaction, that His Honor has resolved to cause a preference to be shown in selections for the public service, to students who have given proof of proficiency in sound and enlarged English education, combined with a free use and conversancy in the languages of business and ordinary life. An important stimulus will be given to education by the measure contemplated, since, if effectively carried out, it will at once ensure reward to, and confer distinction upon, scholarship.

3rd.—It would, the Committee think, be useful, if some such arrangement for acquainting the pupils with the style, terms, and modes of writing and record, employed in the conduct of public business, were made for this College, as have been ordered for that of Benares.

4th.—With reference to his Honor's intention, as stated in paragraph 5th, viz. to confer special distinction on those who to English scholarship, superadd that of Sanscrit, and its derivative vernacular, the Committee would remark that it would be advisable to place Arabic and Oordoo on the same footing in this College, as Sanscrit and Hindee, since Oordoo is very generally used in these parts.

I have the honor to be, &c.,

(Signed) J. MIDDLETON,

Secy. Local Committee of Public Instruction.

Agra College, the 1st December 1853.

From W. MUIR, ESQ., *Secy. to the Govt., N. W. Provinces, to* J. MIDDLETON, ESQ., *Secy. Local Committee of Public Instruction, Agra, General Department, No.* 2344.

SIR,—I am directed to acknowledge the receipt of your letter No. 128, dated the 1st instant, communicating certain proposals with reference to the orders of Government dated the 24th ultimo, for rendering the students acquainted with the conduct of public business.

2nd.—In reply the Hon'ble the Lieutenant-Governor desires me to state, that the Commissioner of the Division will be requested to communicate with the Committee, with the view of giving effect to the wish expressed in the 3rd paragraph of your letter.

3rd.—With advertence to the concluding paragraph His Honor desires me to observe, that there seems to him to be a special reason at present for giving encouragement to those who add a sound English education to Sanscrit Scholarship, with a view to their cultivation and

appropriate use of the Hindee, which is a language yet comparatively unformed. This reason scarcely applies in the case of Arabic and Oordoo; the latter being a more perfect and well-known language, which has been long employed in literary composition.

4th.—But, of course, a preference will naturally attach to an advanced English scholar, who has also a free command over the highest forms of expression in the Oordoo language.

I am, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Lieut.-Governor's Camp, the 21st December 1853.

From W. MUIR, ESQ., *Secy. to the Govt., N. W. Provinces, to the* COMMISSIONER *of Agra, General Department, No.* 2345.

SIR,—I am directed by the Hon'ble the Lieutenant-Governor to forward for your information, the accompanying copy of documents noted in the margin, and to request that you will communicate with the Committee of Public Instruction at Agra, with the view of giving effect to the wish expressed in the 3rd paragraph of their Secretary's letter.

Extract paragraph 7 of a letter to the Secretary Local Committee of Public Instruction, Benares, dated 24th November 1853, No. 50 A.

Extract paragraph 3 of a letter from the Secretary Local Committee of Public Instruction, Agra, dated 1st December 1853, No. 128.

I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Lieut.-Governor's Camp, the 21st December 1853.

From the SECRETARY *Local Committee of Public Instruction, Saugor, to the* SECRETARY *to Government, N. W. Provinces, Agra, General Department, No.* 145, *dated 24th December* 1853.

SIR,—I am directed by the Local Committee to acknowledge the receipt of your letter No. 51 A., dated 24th November 1853, with its enclosure, and to state that no time shall be lost in carrying into practice, where not obtaining, the measures therein recommended for adoption by His Honor the Lieutenant-Governor.

2nd.—For the last eighteen months the Committee have done their best to encourage a simultaneous study of the vernacular and of English among the pupils. The efforts of the masters have not been unsuccessful the Committee consider; and the students can now render not only the meanings of the words into the vernacular, but can explain in their own language very creditably, the spirit and sense of passages they meet with in their studies in English authors. The system of writing Essays, both in the English and in the vernacular, has been tried with tolerable success; but the students were hardly sufficiently proficient, to accomplish this very successfully.

3rd.—The Committee observe with regret, that the pupils seldom or ever remain long enough in the school to become really first-rate English and vernacular scholars. As soon as they have attained sufficient learning to enable them to discharge the duties of any petty appointment that may offer, they quit the school for good, just at the time when their progress is becoming most satisfactory. The cause of this is in almost every instance the needy circumstances their parents and friends are in, and which induces them to take advantage of the first opportunity that presents of bettering their condition, by obtaining an appointment for the student. The Deputy Commissioners have invariably encouraged the students as much as possible, and several of the boys are now holding appointments in the Cutcherry. Permission has always been given that two of the pupils may attend the Cutcherry daily, to gain an insight into the forms and practice of public business.

4th.—The system of conversing among themselves in English, as suggested by His Honor, shall be introduced without delay.

5th.—The Committee beg to express their opinion that the establishment of Indigenous Schools throughout the district, would tend greatly to promote education. As it is, the Saugor School only affords the opportunity of obtaining instruction to the inhabitants of Saugor itself, the Military Cantonment, and the villages in the immediate vicinity; thus the great mass of the people can derive no instruction excepting where native schools may exist, and these, there is every reason to believe, are very scarce.

6th.—The Committee trust that His Honor the Lieutenant-Governor will not consider that they have departed from the instructions conveyed in the letter under reply, relative to offering any suggestions that may occur to them on this subject, in thus stating the views they entertain of the importance of promoting education as much as possible, generally, throughout the district.

I have the honor to be, &c.,

(Signed) G. BROWNE,

Secy. Local Committee.

Saugor, the 24th December 1853.

From W. MUIR, ESQ., *Secy. to the Govt. of the N. W. Provinces, to* LIEUTENANT G. BROWNE, *Secy. Local Committee of Public Instruction, Saugor, General Department, No.* 11 *A.*

SIR,—I am directed to acknowledge the receipt of your letter No. 145, dated the 24th ultimo, communicating the Committee's sentiments regarding the promotion of education in the Saugor district, with reference to my Circular of the 24th November last.

2*nd.*—In reply I am desired to state that the Hon'ble the Lieutenant-Governor much approves the attention which has been given by the Committee, to the encouragement of education at the Sudder station.

3*rd.*—The subject of the extension of vernacular education in the interior of districts, awaits the decision of the Hon'ble the Court of Directors.

4*th.*—The Committee will lay before Mr. E. A. Reade, on his arrival at Saugor, any question regarding the improvement of the existing school, or the encouragement to be given to the pupils, so as to induce the most proficient among them to continue their studies for a longer period.

I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Lieut.-Governor's Camp, the 5th January 1854.

From W. MUIR, ESQ., *Secy to the Govt., N. W. Provinces, to* SECRETARIES *of Committees of Public Instruction, N. W. Provinces, Agra, Benares, Bareilly, Dehlie, Ajmere, and Sauyor, No.* 71 *A.*

SIR,—I am directed to forward for your information, and for record in your office, the accompanying extract paragraphs* 4 to 10, from a Resolution by the Hon'ble the Lieutenant-Governor of this day's date, on a report furnished by the Secretary to the Council of Education in Calcutta, of the result of his inquiries and observations on his inspection of the most important Educational Institutions in the North Western Provinces.

Vide General Remarks prefixed to this Report.

2nd.—His Honor requests that the special attention of all the masters in the Colleges and other Institutions, may be directed by your Committee to the instruction intimated in paragraph 9, in regard to their perfecting themselves in a knowledge and free use of the Oordoo language.

I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Agra, the 9th February 1854.

APPENDIX J.

From W. MUIR, ESQ., *Secy. to the Govt. of the N. W. Provinces, to* SECRETARIES *Local Committees of Public Instruction, No.* 265 *of* 1854, *dated Agra, General Department, the* 28*th of January* 1854.

SIR,—I am directed by the Hon'ble the Lieutenant-Governor to request, that as a means of bringing to the notice of the Officers of Government, the names of qualified students, and thus increasing the chances of their obtaining employment, lists of all students in your Institution who have obtained scholarships, which have been, or are, soon likely to be vacated by them, may be furnished annually to the several Commissioners, with a brief note of the qualifications and capacities of each student.

2*nd*.—The Commissioners of Divisions will be requested to give the information thus communicated by you, publicity among the several Government Officers at the head of Departments in their respective Divisions, with an intimation of the strong wish of the Lieutenant-Governor, that advantage should be taken of all suitable opportunities of securing for the public service, the services of young men who have given special proof of capacity and application, during an extended course of superior collegiate instruction.

I have the honor to be, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Agra, the 28*th January* 1854.

From J. MIDDLETON, ESQ., *Secy. Local Committee of Public Instruction, Agra, to* W. MUIR, ESQ., *Secy. to the Govt., N. W. Provinces, Agra, General Department, No.* 11.

SIR,—I am directed to acknowledge receipt of your Circular letter No. 265, dated 28th ultimo, and in reply to communicate for information and orders of His Honor the Lieutenant-Governor, that,

2*nd*.—In order to ensure due attention to vernacular learning in the College, the Committee would suggest, that prior to admitting any name on the list of Candidates for employment, to be sent to Commissioners, the applicant should be examined by a competent body of examiners, in the following subjects :—

1.—Ability to read with ease and fluency, ordinary shikust hand Oordoo papers, such as are ordinarily presented in our district Courts.

2.—Ability to translate English, written in an ordinary and simple style, into familiar Oordoo.

3.—Ability to write fluently, in a good and familiar style of Oordoo, any order of which the heads shall be verbally communicated to him.

4.—Ability to write a clear, good, quick *shikusta* hand; and that if he do not pass with credit, his name be excluded.

I have the honor to be, &c.,

(Signed) J. MIDDLETON,

Secy. Local Committee of Public Instruction.

Agra College, the 10th February 1854.

REMARKS BY J. MIDDLETON, ESQ.

THE best plan, to my judgment, is that indicated by Government. State the qualifications, and let the Commissioners judge for themselves.

(Signed) J. MIDDLETON.

From W. MUIR, ESQ., *Secy. to the Govt. of the N. W. Provinces, to the* SECRETARY *Local Committee of Public Instruction, Agra, No.* 430 *B.*

SIR,—In reply to your letter No. 11, dated the 10th instant, suggesting that students who may be candidates for employment in the Government service, should be examined on certain practical subjects before their names are entered in the lists of qualified students to be circulated among Commissioners, I am directed by the Hon'ble the Lieutenant-Governor to forward for the information and guidance of the Committee, the accompanying copy of a Resolution this day recorded by His Honor the Lieutenant-Governor on the subject.

I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt. of the N. W. P.

Agra, the 18th February 1854.

General Department, N. W. Provinces, No. 429 *A. of* 1854, *Agra, the* 18*th February* 1854.

RESOLUTION.—Read again the proceedings of this Government, dated 28th ultimo, No. 413.

Read a letter from the Secretary to the Committee of Public Instruction at Agra, No. 11, dated the 10th instant, suggesting that candidates for employment in the Government Service, among the students of the Agra College, be examined on certain practical subjects before their names are entered in the lists of qualified students, to be circulated among Commissioners.

Ordered, that a copy of the communication from the Agra Committee be forwarded for information to the Local Committees of Instruction at other stations, with a copy for their guidance of the present Resolution, a copy of which shall also be sent to the Committee of Public Instruction at Agra.

1*st.*—The Lieutenant-Governor highly approving the suggestions contained in the letter referred to, has been pleased to resolve that, on, or as soon as may be conveniently practicable after the 1st day of September in every year, the Principal of each College shall communicate to the Commissioner of the Division in which the College is situated, the names of such students as having gained, at the least, a junior scholarship for a second year, and being of good character and habits, and desirous, either from a probability of the early termination of their scholarships, or otherwise, of being subjected to the examination below prescribed, with a view to their admission into the public service, are fit to be entered in the list required by the Circular of the 28th January.

2*nd.*—The Commissioner, the Judge, and the Magistrate and Collector, or, in the absence of any of them, a third officer at the station, to be selected by the senior of the three officers abovenamed, who may be present, shall form a Committee for the examination of such students as are named, under the above instruction, by the Principal on the following tests:—

First.—Ability to read with fluency the common *shikust* hand of the Persian character used in the Government Offices.

Second.—Ability to translate into correct and idiomatic Oordoo, in a plain and readily intelligible style, a passage in English of ordinary difficulty and of some length, on a subject of usual official business.

Third.—Ability to write in idiomatic and clear Oordoo, any order on an ordinary topic of Criminal or Revenue Administration, of which the heads or outline may be communicated verbally in English.

Fourth.—Ability to write a correct and ready *shikusta* hand.

Fifth.—Ability to apply with readiness and accuracy the Rules of Arithmetic, as far as Decimal Fractions, to ordinary calculations, both relating to money and to land.

3rd.—The examination shall be held in the early part of October in each year.

4th.—All who may successfully pass the examination held by a Committee so constituted, shall then be entered in the list to be circulated to Commissioners.

5th.—A preference for vacant appointments shall be considered as attaching to those who may have held a senior scholarship for a year or longer.

6th.—Copies of the lists will be sent for information and record to the office of the Secretary to Government.

7th.—The several Commissioners shall furnish to Government half-yearly returns made up to the 1st January, and the 1st July, of each year, of the employments varying from 25 Rs. to 50 Rs. or upwards per mensem, which may have been given to any students thus passed and admitted into the lists of candidates, so that the Government may be enabled from time to time to trace the degree to which the objects of the Circular of the 28th ultimo, and of this Resolution, may have been accomplished.

8th.—The several Committees of Public Instruction will also transmit copies of the lists of passed candidates to the Register of the Sudder Dewany and Nizamut Adawlut, to the Secretary of the Sudder Board of Revenue, and to the Commissioner of Customs, who will similarly be requested to furnish returns to the Government for their several Offices, to the 1st January and the 1st July of each year, such as are indicated in the preceding paragraph, for submission by the Commissioners of Divisions. The Sudder Court will circulate the lists received from the Committees of Public Instruction, to the different Civil and Session Judges under them, as will the Commissioner of Customs to his subordinate officers. The half-yearly returns of the Court, and of the Commissioner, will be accompanied by a general return of employments given by the District Judges, or by the heads of Customs' offices, to parties who have gained a place on the lists.

Resolved, that a copy of this Resolution be furnished to the several departments and controlling officers above indicated, with instructions to the Commissioners of Divisions, to organize the Committees of examination annually, and carry out the other instructions which have reference to them.

Resolved also, that a copy of the Circular No. 265 of the 28th ultimo, and of this Resolution, be published in the *Government Gazette*.

By order, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

From W. MUIR, ESQ., *Secy. to the Govt., N. W. Provinces, to* SECRETARIES *Local Committees of Public Instruction, Benares, Bareilly, Dehlie, Ajmere and Saugor, General Department, No.* 430 *A.*

SIR,—I am directed to forward for your information and guidance, the accompanying copy of a letter from the Secretary Local Committee of Public Instruction at Agra, No. 11, dated the 10th instant, relative to the examination of students who may be candidates for employment in the Government Service, and of a Resolution recorded thereon by His Honor the Lieutenant-Governor. of this day's date.

I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Agra, the 18*th February* 1854.

From W. MUIR, ESQ., *Secy. to the Govt. of the N. W. Provinces, to* COMMISSIONERS *of Divisions, Dehlie, Agra, Allahabad, Meerut, Saugor, Benares, Ajmere, Kumaon and Rohilcund, General Department, No.* 431 *F.*

SIR,—I am directed to forward for your information, the accompanying copy of a Resolution this day recorded by the Hon'ble the Lieutenant-Governor, regarding the examination of students attached to Colleges, who may be candidates for admission into the public service.

2*nd.*—His Honor requests that you will organize the Committee of Examination therein referred to, annually, and carry out the other instructions which have reference to them.

I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Agra, the 18*th February* 1854.

From W. MUIR, ESQ., *Secy. to the Govt. of the N. W. Provinces, to* SECRETARY *Sudder Board of Revenue,* REGISTER *Sudder Dewany and Nizamut Adawlut, and* COMMISSIONERS *of Customs, General Department, No.* 430 *C.*

SIR,—I am directed to forward for your* information, the accompanying copy of a Resolution this day recorded by the Hon'ble the Lieutenant-Governor, regarding the examination of students attached to Colleges, who may be desirous of admission into the public service, and to request that you will give effect to the instructions therein contained, so far as they relate to you.†

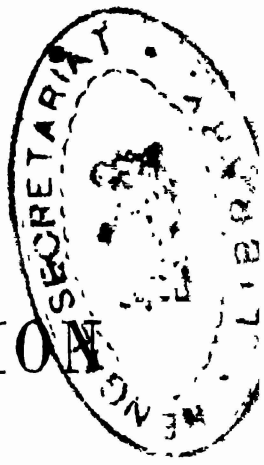
I have, &c.,

(Signed) W. MUIR,

Secy. to the Govt., N. W. P.

Agra, the 18*th February* 1854

For the information of the Court; for the information of the Board.
† Your Court; your Board.



GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH WESTERN PROVINCES

For 1854-55.

With Appendices.

BY

HENRY STEWART REID, B.C.S.

DIRECTOR GENERAL OF SCHOOLS, N. W. P.

PRINTED BY ORDER OF

THE HON'BLE THE LIEUTENANT GOVERNOR OF THE NORTH WESTERN PROVINCES.

AGRA:

PRINTED AT THE SECUNDRA ORPHAN PRESS.

1856.

REPORT.

1.—The General Reports of Public Instruction, hitherto published by the Government of the North Western Provinces, have been taken up mostly with a review of the operations of the Government Colleges, during the year of which they treat. With the view of carrying on the series, those Institutions will be noticed at length, and in detail. It must be reserved for a future Report to show how far those measures have been carried out, through which the Honourable Court of Directors propose to secure to existing Colleges and Schools a wider sphere of usefulness, and to promote, and raise the tone of, popular education.

2.—I am reluctantly compelled to confine my remarks on English education to what may be termed "State instruction." The zealous and efficient educational labours, by which our Missionary Societies are so honorably distinguished, must be passed over with merely a slight notice, (but honest and sincere commendation,) for the information, which would enable me to do justice to the subject, is wanting. I trust, however, that the time is not far distant, when the Missionary and the Government Servant will be found working side by side, for the diffusion of the blessings of a sound and liberal education throughout the Provinces of India.

3.—The means of instruction, which the native population provide for their children, weak and ill-directed as their efforts are, cannot, with justice, be left unnoticed. In certain districts the village communities have combined for the support of institutions, which will fulfil the conditions of primary schools. But the review of this portion, (a most important and interesting one,) of the subject, must be confined to the eight districts noted in the margin,* in which a supervising educational establishment has been maintained, through whose means ample information regarding the condition of Indigenous Education is available.

* Agra.	Furrookhabad.
Aligurh.	Mynpoory.
Bareilly.	Muttra.
Etawah.	Shahjuhanpoor.

4.—The Educational Institutions, maintained by Government in the North Western Provinces, amount in number to 68, with an attendance of 6,588 scholars. The Thomason Civil Engineering College, being of a strictly professional nature, has been excluded from the above calculation. It will form the subject of a separate chapter.

5.—With regard to their general character, and adopting the classification by which their object may be best appreciated, and which we are in fact naturally led to adopt, when we compare them with the schools in England, which must form our standard of estimate, the Government Schools may be ranged under four heads; viz.

1st.—PRIMARY.	*3rd.*—COLLEGIATE.
2nd.—GRAMMAR.	*4th.*—NORMAL.

6.—Under the first denomination, the Tuhseelee schools may be ranged. They are, it is true, intended to serve as model schools, but the object of their establishment may also be described, in the words of the Edution Despatch, as being "to provide more opportunities, than now exist, "for the acquisition of such an improved Education, as will make "those, who possess them, more useful members in every condition "of life." When the circuit-school system, which is gradually extending among the agricultural population, is better defined, and more widely recognized, the *halkah-bandi* will occupy the position of the *Parochial*, and the *Tuhseelee* of the more modest description of *Grammar* school.

7.—The Government Schools at Ajmere and Saugor have not yet attained the rank of Colleges. The former will doubtless shortly take up a higher position.

8.—The institutions at Agra, Dehli, Benares, and Bareilly, I term Colleges, rather because they have for long been so styled, than on account of their being *bonâ fide* such, in point of constitution, and standard of scholastic acquirements. The Junior Departments partake of all the essential features of a school. In the Bareilly College, for

instance, the course of study, prescribed for the Second Class for 1854, was as follows:—

"Poetical Reader, No. 3;" "Chamber's History of England, up to reign of William 3rd;" "Geography;" "Use of the Globes;" "Grammar, Syntax;" "Geometry, Book II.;" "Algebra, Simple Equations;" "Arithmetic;" "Translation;" "Dictation," and "Writing."

9.—I mention these facts, not with the view of depreciating the labours of our Principals, whose zeal and ability have, year after year, elicited the warm approbation of the Government they serve, but of correcting any misconception, which might arise from the use of the term *College*, in the minds of those who are not intimate with the nature and extent of the instruction imparted.

10.—The Normal School at Agra, in which accommodation is provided for 100 teachers, is the only training institution in these Provinces. In a more detailed notice of its constitution, &c. &c., the question of Normal Schools may be appropriately discussed.

11.—To convey a just idea of the extent to which the several descriptions of schools above noted provide for the instruction, primary, and more advanced, of the population amid which they are located, they must be noticed in separate detail.

TUHSEELEE SCHOOLS.

12.—These schools, located in towns, bring within the reach of the children resident in the immediate neighbourhood, a more liberal education than the ordinary schools afford. Their location is determined by that of the Tuhseeldaree, which is ordinarily selected, not with reference to the size or importance, commercial or otherwise, of any particular town, but chiefly with regard to a convenient and central position in relation to the majority of the villages lying within the limits of the Tuhseelee, and consequently is frequently found in villages, which might with propriety be termed mere hamlets. In such cases the attendance is necessarily small.

13.—In the eight districts there were, at the close of 1854-55, sixty-two schools, attended by 4,688 scholars. The attendance has steadily increased since their establishment, being

At the end of	1850-51,	-- -- -- -- --	2,390
Ditto ditto	1851-52,	-- -- -- -- --	3,053
Ditto ditto	1852-53,	-- -- -- -- --	3,644
Ditto ditto	1853-54,	-- -- -- -- --	3,932
Ditto ditto	1854-55,	-- -- -- -- --	4,688

14.—The number of scholars range from 8 (in Lumba Khera, a village in the Rohilkhund Terai) to 192 (in the city of Muttra). In twenty schools the attendance is over 100,—a proof that they are regarded with favour by the people. In fact, these schools might be made entirely self-supporting. If Government withdrew their aid, the people would gladly pay the teacher twice the amount of tuition fees now realized, and which already exceed, in some instances, the Government monthly allowance.

15.—The scholars are chiefly Hindoos, of whom there are 3,967, to 701 Moosulmans. Of the Hindoos again, Brahmins (1,369) are the more numerous in every district, except in Bareilly and Shahjuhanpoor, where Kayusths (402) out-number the former (216). It happens that in those two zillahs, the majority of the schools are held in towns, the leading residents of which are Kayusths.

16.—As a general rule, the schools which are most largely attended by these two, which may be termed the literary castes, are, as might be expected, the most advanced. In Muttra, Aligurh, and Agra, Bunya scholars are frequent. Of these, the greater part are drawn to the school by the superiority of the master over his fellow-teachers, in Arithmetic.

17.—The Moosulmans now send their children without hesitation. At the close of the first year, the Tuhseelee school-lists contained the names of but 199, and at the close of 1854-55, of 701 Moosulmans. This increase in number is worthy of record, in connection with

the "increasing desire of the Muhammudan population to acquire European knowledge," which the Court note with much satisfaction in the 82nd paragraph of their Despatch of the 19th July 1854.

18.—A boy, who goes through all the classes of the Tuhseelee school, should acquire a knowledge of Arithmetic up to Geometrical Progression, Mensuration, Plane-table Surveying, Algebra up to Progression, the four first books of Euclid, the Geography of his own district, the History and Geography of India, General History and Geography, Hindee, or Oordoo Grammar, together with a respectable amount of information on subjects of general and practical interest, conveyed through works, similar in character to Chambers's Rudiments of Science, and through simple tales, and familiar descriptive stories. The word "should," and not "will" or "must," is adopted *advisedly;* for the teachers are difficult to manage, and they too often allow the boy to take his own way, in defiance of all discipline, and the regulations which we endeavour to enforce. Notwithstanding all this, however, the beneficial influence, which these sixty-two schools exert, is far greater than that exercised by the three thousand, maintained by the unaided efforts of the people. Where, four years ago, the idea of teaching History, Geography, and even Mathematics, was not even entertained, far less carried out, the Tuhseelee schools directly afford much valuable instruction to nearly 4,000 students, while they act indirectly on those reading in private schools.

19.—Of boys reading Algebra and Geometry not one in fifty derives all the advantages, which the study is calculated to afford as a means of mental discipline, and of strengthening the reasoning faculties. I have known a boy, his fancy captivated by the idea of learning Geometry, omit the definitions, postulates, and axioms, as unworthy of his attention, and commence at the propositions. The fact is, the masters have not yet been sufficiently trained. Many of them, however, have received instruction at the Agra Central School, and we may hope soon to have a competent staff of trained teachers, or at least a less inefficient class. Yet even under the circumstances above noted, the course of study pursued in the Tuhseelee schools, has effected much good. There is an intelligence, and often an actual

acquisition of much valuable information, to say nothing of Arithmetical capacity, which it were vain to search for in many of the common schools of England.

20.—The weight and value of Professor Moseley's evidence, and the opinion generally held, that we cannot hope to effect for the mass of the Indian population, even a tithe of what is doing for the intellectual improvement of the people in England, will be sufficient excuse for the length of the following quotation from his Report, *(see Minutes of Council of Education for 1850-51, vol.* ii. *page 9)*:—

"Some idea of the character of such schools, and of the kind of edu-
"cation they are giving to the labouring population, may be formed
"from the following particulars, which I recorded carefully in regard to
"a school, which I inspected with reference to an application for the
"appointment of pupil teachers. It was a school of considerable repu-
"tation in the neighbourhood, being attended by the children of
"farmers, as well as labourers. A judicious selection of books bore
"testimony to some knowledge of the subject of Education on the part
"of its promoters; and it may be considered, I think, at least an average
"specimen of the class of schools in agricultural districts, next below
"that in which we are accustomed to appoint pupil teachers. The
"salary of the master, and his wife (who taught sewing) was (40 + 10)
"£50; there were eighty-two children, four of whom were above 13
"years old, four others above 12, and nine above 11, being more than
"an usual proportion of big children. They had some knowledge of
"Scripture, and could repeat the Catechism; but of the 1st Class, com-
"posed of eleven children, four only could write the "Belief" on their
"slates correctly, as to the spelling; only two had any knowledge,
"however slight, of Geography, and seven did not know the name of
"the country in which they lived. When told and asked who governs
"our country, they were unable to tell, and appeared to attach no
"definite idea to the inquiry. Six only out of eighty-two could read
"with tolerable ease, and correctness, in books of general information,
"and seven others only could read in the Scriptures. One boy was
"learning the Compound Rules in Arithmetic, four were in Division,
"twenty-six in Addition, but not one in the 1st Class could write in

"figures ten thousand and ten, and not one could multiply correctly "£3 6*s.* 8*d.* by 6. The children of the 2nd, and every lower Class, "were ignorant of the simple facts in Scripture History; none of them "could read correctly a simplest sentence, or write in figures the num- "ber four hundred and seventy-eight, or tell the product of 4 by 9."

21.—In no Tuhseelee school have I found the boys so deficient in intelligence as those described by Professor Moseley. Ordinarily, a fair proportion can read with tolerable fluency, and write with sufficient correctness. They have learnt something of the History and Geography of India, and in Arithmetic can work readily Rule of Three sums. The following extract, from notes taken of the examination of the Fureedpoor school on the 27th of last January, may serve to show what our best Tuhseelee schools are like. "One hundred and two "boys, mostly young; 1st Class, five boys, reading Euclid, Book VI., "Algebra up to Quadratic Equations; have read through the History, "and almost through the Geography, of India; well up in the Map of "Europe; have finished Arithmetic, reading Logarithms; have gone "through half of the Oordoo Grammar. Passed an excellent examina- "tion (especially in History and Geography) in every subject, but "Oordoo Grammar. The 2nd Class, of eight boys, have mastered the "first three, and part of the fourth Book, of Euclid; failed in Algebra: "in other subjects reading with the 1st Class. The 3rd Class, of seven "boys, read the first three Books of Euclid, Algebra up to Division, the "History and Geography of India. The 4th Class, of twenty-six boys, "passed a most creditable examination in the Geography of Bareilly "(their own district); good in Arithmetic up to Rule of Three. The "5th Class, of thirteen, and the 6th, of forty-three boys, have made "fair progress." The teacher's pay, Rs. 15 a month, is the only expenditure connected with the school, defrayed by Government.

22.—The teacher of a Tuhseelee school has equal reason, with the English schoolmaster, to complain of the short stay which the boys make at school, and which often reduces him to despair. The past year's returns show that 2,243 have entered and left school within the year, while 1,147 have attended upwards of one, and 1,278 upwards of

two years. The study of Algebra and Geometry possesses this advantage (even if it has no other); it detains a number of students, who are anxious to acquire that, which they regard with some respect, while at the same time we teach History, Geography, and much more that *they* consider quite superfluous. Their ages range from 5 to 20 years.

23.—The cost of the sixty-two Tuhseelee schools, for the twelve months of 1854-55, amounted to Co.'s Rs. 9,565-3-1. The number of scholars on the list, in April, was 4,688, and the expenditure for that month amounted to Rs. 820, being Ans. 2-9·6 per mensem, or 2 rupees, 1 anna, 7 pies (about 4 shillings) a year for each scholar.

24.—The average monthly expenditure on account of each school, amounted to Rs. 14-7-0.

25.—In the course of the year, Rs. 4,618-11-0 were realized by monthly tuition fees, giving an average (in round numbers) of one rupee from each scholar, and increasing the income of each school by Rs. 74-8-0 a year.

26.—Notwithstanding that many of the schools are located in villages (no less than twenty-three being held in places, which are not included in Mr. Christian's Statistical Memoir, among the towns containing 5,000 inhabitants,) the average number of boys per school is not less than seventy-five.

27.—The Honourable Court, in the 41st paragraph of their Education Despatch, write as follows:—"Our attention should now be "directed to the consideration, still more important, and one which "has been hitherto, we are bound to admit, too much neglected, viz. "how useful and practical knowledge, suited to every station in life, "may be best conveyed to the great mass of the people, who are "utterly incapable of obtaining any education, worthy of the name, by "their own unaided efforts; and we desire to see the active measures "of Government more especially directed for the future to this object; "for the attainment of which we are ready to sanction a considerable "increase of expenditure."

28.—The views above expressed might be carried out, at least with regard to the mass of the population who are resident in towns, at an expenditure of Rs. 1,848 a month, or Rs. 22,176 a year, by the establishment of a school in each town, the teacher of which would receive Rs. 5 a month, on condition of his collecting fifty scholars, each paying two annas, with the addition of one rupee for every ten boys above that number. The average attendance would not be below eighty; the cost to Government would amount to Rs. 8, while from eighty pupils paying fees, the teacher would realize Rs. 10, raising his income to Rs. 18 a month. The total number of scholars would probably exceed 18,000. The schools would be placed on the same footing in point of studies and inspection, as those now located in the several Tuhseelees of the eight districts. The cost to the Government of each scholar would average under Rs. 1-8-0, or three shillings a year.

29.—In the Regulation districts of the North Western Provinces, there are 231 towns, each containing from 5,000 to 170,000 inhabitants. The probability is, that in 180 of these towns, to which the operations of neither Government nor Missionaries have yet reached, there is not a single school which can be said to impart the elements even of a sound and liberal education. Formal Arabic Schools, in which the Koran is read by rote, are sufficiently numerous. There is no lack of boys reading Persian and Sanskrit, of whom few will, after eight or ten years of schooling, have acquired aught beyond the capacity of writing Oordoo, or of preying successfully on their credulous countrymen. In the Hindee Schools books are scarce, and the value of the teacher's oral instruction is confined within the very narrow limits of his own stores of information, which, saving in the matter of the Multiplication table, would not be under-calculated at *nil*. In previous reports I have shown, (and propose in a future paragraph again to take up the subject, how the agricultural population have, under Collectors, interested in their welfare, combined most readily to found, and place on a permanent basis, a general system of *parochial* schools. But the large and important population of our towns are not so connected by the common tie of brotherhood,

For some time to come, Government must take the initiative. The schools will gradually become self-supporting. But in the first instance they must be maintained partially by Government. The comparative success of the Tuhseelee schools, and the estimation in which they are held, as is evidenced by the large attendance in towns, is a sufficient guarantee that the suggestions which I have ventured to offer are sober, and founded on facts, not on mere hypothesis and conjecture.

ANGLO-VERNACULAR COLLEGES AND SCHOOLS MAINTAINED BY GOVERNMENT.

30.—Of the fourteen Anglo-Vernacular Seminaries maintained in the Provinces by Government in 1839, eight located at the stations mentioned in margin, and attended at that time by six hundred and thirteen students, have been since abolished.

Scholars.		Scholars.	
84	Allahabad.	105	Furrookhabad.
57	Meerut.	26	Jubbulpoor.
103	Ghazeepoor.	53	Hoshungabad.
52	Goruckpoor.	233	Azimgurh.

31.—The school at Hoshungabad was broken up in 1840, owing to the want of discipline, and unsatisfactory progress shown in the school. The schools at Ajmere, Meerut, Azimgurh and Goruckpoor were discontinued in 1843-44, and that at Furrookhabad in 1844-45, on the ground "that the advantages arising from them were not commensurate to the expense which they involved," and in conformity with the principle laid down in Lord Auckland's Minute of November 24th, 1839, to which the Honorable Court of Directors had subscribed their concurrence in their Despatch, dated 20th January 1841; viz., that to render the highest instruction efficient in a certain number of Colleges, was preferable to extending the means of inferior instruction, by adding to the number of ordinary zillah schools.

32.—The school at Furrookhabad was taken up by the American Mission, under whose judicious and zealous supervision it has greatly prospered, and is largely attended. The maintenance of the Allahabad school, which was closed as a Government institution in 1846, was undertaken by the same mission. It has now a larger number of scholars on its list than any of the Government Colleges. I am sure

that with the improved means of efficiency which a grant from Government would provide, the value of both of the last-named institutions might be vastly increased.

33.— The Committee of the Jubbulpoor School proposed its discontinuance in their report for 1849-50, on the grounds that the English department was neither appreciated, aided, or wanted by the people of the district, and that in the Oordoo and Hindee departments there was no student qualified to hold a scholarship of four rupees per mensem. "The Lieutenant-Governor remarked in reply, that it had long been "his own opinion that schools constituted like those of Jubbulpoor and "Saugor, were seldom of great benefit. They did not afford the means "of advanced instruction in any department of knowledge; nor could "they hold out any but small rewards, to stimulate in the pupils the "desire of high proficiency. Private individuals, too, and societies, "were deterred by their existence in any place, from forming schools "of equal efficiency there, whilst their support diverted from more "beneficial purposes a considerable portion of the funds, originally "limited, which the Government is enabled to appropriate educational "purposes."

34.—"On these accounts the Lieutenant-Governor felt disposed to "adopt the recommendation of the Committee, and close the school. "He did not, however, think it would be advisable to appropriate the "sums, which would then revert to the funds, to the formation of Indi- "genous Vernacular Schools, on the plan of the Resolution of February "9th, 1850, because the efficiency of that scheme depended so much on "its superintendence, and the distance would of course render the care "of the Visitor General at Agra unavailable. He was more disposed "to think that a College, constituted on the model of those at Agra, "Dehli and Benares, and which afford the means of acquiring a superior "education, was the first object to be aimed at. He believed that such "an institution would prove a most important instrument for the propa- "gation of knowledge; nor would its influence be felt merely within the "limits of the locality where it was placed: its influence would probably "be extended throughout the population in general of the Saugor and

" Nerbudda Territories, the supply creating the demand, as experience " had shown was so frequently the case in educational undertakings. In " connection with such an institution might afterwards be united an " agency for inspecting and improving the Indigenous Vernacular " Schools within a convenient distance."

35.—From this brief history of the abolition of these Anglo-Vernacular zillah schools, it would appear that, as a general rule, they were failures, with a small attendance and low standard of acquirements. In reviewing the question however, whether Government Colleges, *(bonâ fide* such*)*, fed from carefully superintended District Anglo-Vernacular Schools, which will furnish only their most successful and distinguished scholars, may not be preferable to Colleges, only so in name, in which the features of Colleges and Schools are confusedly combined, but those of the latter vastly preponderate, the want of proper superintendence, to which the failure may be attributed, must be taken into account.

36.—In 1847, the Honorable the late Lieutenant-Governor, with the readily accorded sanction of Lord Hardinge, founded at Roorkee the Civil Engineering Institution, which the Court of Directors, in generous recognition of the merits, and in memory of him who had proved so devoted and faithful a public servant, have named " The Thomason Civil Engineering College." In reviewing the nature and extent of the education afforded by the existing Government institutions in these provinces, the Thomason College must be viewed *per se*, its objects being particular, and totally distinct from the subject of general education.

37.—The Government Colleges at Agra, Benares, Bareilly and Dehli, and the Government Schools at Ajmere and Saugor, maintained by Government, with the view of bringing within the reach of the native population, a literary and scientific education, through the medium both of English and Oordoo, contained at the close of 1854, 1,920 scholars, showing an increase of 166 over the number in attendance in December 1853. This result is satisfactory, for the discipline of the Colleges is undoubtedly more strict than it was in former years. The increase of students in the Bareilly College (amounting to 72) is

worthy of note. In 1853, the attendance was below that in the other Colleges. It now ranks first in point of numbers:—

Names of Institutions.	Number of Students.						Total.	
	Christians.		*Muhammudans.*		*Hindoos.*			
	1853.	1854.	1853.	1854.	1853.	1854.	1853.	1854.
Agra,..	30	15	44	55	239	251	313	321
Dehli, ...	15	10	112	97	206	243	333	350
Benares, ...	3	2	19	31	307	311	329	344
Bareilly, ...	1	3	74	87	208	263	283	355
Saugor, ...	26	16	42	42	216	259	284	317
Ajmere, ...	0	0	43	41	169	192	212	233
Total,.. ..	75	46	334	353	1,345	1,519	1,754	1,920

38.—The decrease in the number of Christian students is remarkable. It may be traced, *firstly*, to the great demand for well-educated English scholars, in the Electric Telegraph establishment, the Scientific Survey, and other departments of the Public Service; and *secondly*, to the establishment of a superior kind of schools by Missionary Societies and private individuals, in which a sound English education is imparted. The Agra High School is one of the description.

39.—The number of Moosulman students is larger than it has ever been, notwithstanding the decrease at Dehli. This fact is perhaps as satisfactory an evidence, as we could wish to have, of the increasing popularity consequent on the increased efficiency of the Oriental departments, in which the larger proportion of Moosulman students is found.

40.—The decrease noted at Dehli, may be attributed partly to requisitions from the Educational department. In June 1854, I sent up to Mr. R. Temple, then Deputy Commissioner of Jhelum, six students attached to the Arabic and Persian classes of the Dehli College, to be employed as Persian Oordoo teachers in schools within his district.

41.—The Officiating Principal of the Dehli College, whose long connection with the institution enables him to speak with a thorough knowledge of the subject, attributes the comparatively small number of Muhammudan students, to the existence of numerous Koran and Persian Schools in the city of Dehli. The Arabic classes in the College, are filled entirely by Moosulmans (of whom nineteen are not natives of Dehli). In the Persian and English departments there are thirty-five and twenty-one Muhammudan students.

42.—Mr. Tayler adduces, in illustration of his position, that the study of Persian is more popular among the Hindoos than among the Muhammudans of the present day, the instance of the largest private Persian school in Dehli, the teacher of which is a Moosulman, but of the 104 pupils 100 are Hindoos. This fact may be regarded as disproving the supposition that the Muhammudan population of Dehli are prevented, by religious prejudices, from sending their sons to the Government institution, where such ample provision is made for the separate instruction of members of the Soonee and Sheea sects,—a provision to be found in no other College in these provinces. Mr. Tayler further remarks that the Muhammudan gentry, *i. e.* the Nawabs and Salateens of Dehli, regard the Government Schools and Colleges as eleemosynary institutions, and on that ground are deterred from sending their children thither, preferring to employ private teachers; while on the other hand, the more respectable classes of Hindoos give the preference to the College. It is a curious fact (mentioned by Mr. Tayler), that even in the Palace, where every disposition to favour Muhammudans is shown, a very considerable proportion of offices requiring a knowledge of Persian is filled by Hindoos. Even the larger proportions of Vakeels and Mooktars in our Courts are Hindoos. At the last examination at Dehli, for pleadership-diploma, not a single Moosulman candidate was successful, though many Hindoos passed. Under all these circumstances, the proportion of Muhammudan students in the Dehli College is even more than might reasonably have been calculated on.

43.—The increase in the number of Hindoo scholars at Bareilly, Dehli, and Saugor, is worthy of note. In the six institutions, the total increase amounts to 174. The city of Bareilly is the residence of a

large number of Kayusths. I find no less than 102 of this caste in the Bareilly, to 196 in the five remaining institutions, (excluding Benares, the returns for which are defective.)

44.—During the past year the English and Oriental departments have received an accession respectively of 125 and 41 students, in excess of the numbers who have left during the year.

Names of Institutions.	English.		Oriental.		English.		Oriental.	
	1853.	1854.	1853.	1854.	*Increase.*	*Decrease.*	*Increase.*	*Decrease.*
Agra, ...	267	265	46	56	0	2	10	0
Dehli, ...	211	217	122	133	6	0	11	0
Benares, ...	159	191	170	153	32	0	0	17
Bareilly, ...	175	230	108	125	55	0	17	0
Saugor, ...	72	63	212	254	0	9	42	0
Ajmere, ...	67	110	145	123	43	0	0	22
					136	11	80	39
Total, ...	951	1,076	803	844	125 (*net.*)		41 (*net.*)	

45.—This fact, viewed in connection with the decrease of twenty-nine in the list of Christian scholars, indicates the growing importance, in the eyes of the people, of the acquisition of English. In Bareilly the English department contained, at the close of 1854, fifty-five more scholars than at the end of 1853. It would surely be a mistake to attribute the result to a general appreciation of the value of European science for its own sake. The subordinate officers of Government, and their relatives and friends, regard with wonder the rapid promotion of the young men, who have received a liberal education in the Government institution, and are determined to secure for their own children the high salary, which a competent knowledge of English invariably commands. But whatever the motive may be, and I fear that too often, as Lord Ellenborough cleverly suggested—"English means rupees"—it is satisfactory to observe so large an accession to the ranks of English students. I am confident that the improved character of the verna-

cular instruction of that department will draw numbers thither from the purely Oriental classes.

46.—The principle, that the Government Colleges are intended to afford means of instruction in subjects, a knowledge of which cannot be gained, or gained as well elsewhere, should be loudly proclaimed, and strictly enforced. It is a grave error to admit students who come to the College merely to learn cheaply, what they can acquire as well outside the College walls. I speak with especial reference to the Sanskrit department, excepting, of course, the Benares College. Again, it is doubtless advisable to insist on concentrating, so to speak, the mental and intellectual energies of the student, on those branches of study, which are of the highest importance. His Honor will observe from the statement given below,—

Names of Institutions.	Number of Students studying.												
	English.				*Oordoo.*			*Hindee.*					
	Alone.	With Oordoo alone.	With Oordoo and Persian, or Arabic.	With Hindee or Sanskrit.	Alone.	With Persian or Arabic.	With Hindee or Sanskrit.	Alone.	With Sanskrit.	With Persian or Arabic.	Persian.	Arabic.	Sanskrit.
Agra, ...	1	175	56	52	0	30	3	0	7	5	9	7	4
Dehli, ...	24	193	0	0	0	110	23	0	23	64	77	33	23
Benares, ...	0	134	2	122	0	38	0	0	113	0	38	5	113
Bareilly, ...	0	230	0	0	0	104	0	0	21	0	0	0	0
Saugor, ...	0	42	5	16	40	93	107	120	0	1	93	0	0
Ajmere, ...	0	54	39	17	0	48	16	31	21	7	0	0	0
Total, ...	25	828	102	207	40	423	149	151	185	77	217	45	140

that in 1854, at the Agra College, there were, in the English department, one student reading English only, 175 English + Oordoo, 56 English + Oordoo + Persian, or English + Oordoo + Arabic; 52, English + Hindee, or English + Sanskrit.

47.—This subject was discussed in my letter (No. 4, dated 2nd May 1855,) forwarding the Dehli College Report for 1854. With the view of removing the difficulties which too large a range of subjects throw in the way both of teachers and pupils, and of securing the more satisfactory progress of the latter, it was proposed that no boy should read more than two languages; that every English student should in addition learn Oordoo, and no other language, and should make himself sufficiently well acquainted with the Naguree character, to be able to read the same with sufficient fluency and accuracy, should he ever be called upon to do so as a Government Revenue Officer.

48.—The abolition of the study of Hindee, excepting at Benares, Ajmere, and Saugor, was also recommended, on the grounds, that the Tuhseelee and other schools afford sufficient facilities for learning it. Every Persian scholar should be required to read Oordoo, and allowed to read no other language. Similarly with the Arabic department. Thus the English, Persian, and Arabic students in the junior classes should all be thrown together in the Oordoo, which would be made a separate department, in which a thorough knowledge of Arithmetic, and of the elements of Algebra, Geometry, History, and Geography may be acquired, while the critical study of English, of Arabic, and of Persian might be pursued, each in its own peculiar class. In the Oordoo department, Oordoo composition and Grammar should be thoroughly mastered, and translations made from English, Persian, or Arabic, into Oordoo; while in the English, Persian, and Arabic classes, the students should be exercised in translating from Oordoo into those several languages. By some such plan, it was thought that the teaching power available, would be both economized and increased.

49.—The suggestions above detailed received His Honor's approval, conveyed in the following words:—

"His Honor entirely approves the proposal, in your 20th paragraph, "for abolishing the study of Hindee as a separate language in all the "institutions, but Benares and Ajmere, and possibly in Saugor. A "familiar acquaintance with the Hindee character will, however, be "insisted on, as proposed by you, in every department of all the

"Colleges and Schools. The suggestion for establishing a distinct "Oordoo department is especially approved. When you have further "matured your arrangements on the plan sketched by you, you will "report them further for the Lieutenant-Governor's final sanction."

50.—The students attending the Government Colleges and Schools belong, with rare exceptions, to the poorer classes. The chief attraction is, the hope of obtaining lucrative appointment. Such a motive will exercise greater influence over the needier classes than on those who already enjoy a competency. Learning is seldom courted in India, for her own sake, by men, who can pursue their studies at leisure in after-life, while even a poor acquaintance with English opens the door to public employment. This circumstance has doubtless influenced the rate of tuition fees, which range from 5 Rs. (paid in twelve instances) to 2 Anas (paid by forty students), and has tended to fix them at a far lower rate than the character of the instruction imparted might reasonably demand.

51.—Entrance fees were exacted in 1854 in all the institutions but Dehli. They have increased from Rs. 208 in 1851, to Rs. 805-4-0 in 1854:—

	Entrance Fees.			
	1851.	1852.	1853.	1854.
Agra, ... Rs.	208 0 0	222 0 0	267 0 0	393 0 0
Dehli, ... „	0 0 0	0 0 0	0 0 0	0 0 0
Benares, ... „	0 0 0	0 0 0	0 0 0	148 0 0
Bareilly, ... „	0 0 0	93 0 0	117 0 0	172 0 0
Saugor, ... „	0 0 0	0 0 0	86 12 0	92 4 0
Ajmere, ... „	0 0 0	0 0 0	0 0 0	21 12 0
Total, .. Rs.	208 0 0	315 0 0	470 12 0	827 0 0

52.—The monthly tuition fees amounted, in 1853, to Rs. 6,969-4-0, and, in 1854, to Rs. 7,960-4-6. There were, in the latter year, 46 free students at Agra, 37 at Dehli, 186 at Benares, none at Bareilly, 33 at

Ajmere, and 126 at Saugor. Of students paying a fee of Rs. 5 a month, Agra furnished four, Dehli two, and Benares six. Six boys at Agra, and one at Dehli, paid Rs. 3 a month; two at Benares, and one at Ajmere, Rs. 2; one at Ajmere, 1 rupee 8 anas; twenty-four at Agra, eight at Dehli, thirty-seven at Benares, one at Bareilly, and nine at Ajmere, 1 rupee; two at Dehli, 12 anas; one at Ajmere, 9 anas; two hundred and forty-one at Agra, two hundred and ninety-six at Dehli, one hundred and seven at Benares, fifty-nine at Saugor, and seven at Ajmere, 8 anas; ninety-two at Saugor, and nineteen at Ajmere, 6 anas; four at Ajmere, 5 anas; three hundred and forty-eight at Bareilly, and seventy-five at Ajmere, 4 anas; two at Bareilly, and seventy-nine at Ajmere, 3 anas; three at Bareilly, and forty at Saugor, 2 anas per mensem.

53.—The Secretary Local Committee of Public Instruction at Dehli remarked on the irregular payment of fees in that institution. His Honor observed, that the rule followed in the Agra College, viz. the imposition of double payment on scholars, who fail to bring the fee on the 1st of each month, should be introduced at Dehli also.

54.—With reference to the low rate of fees demanded at Bareilly, His Honor was pleased to direct that the fees should be gradually raised to a higher standard, more on a level with those exacted elsewhere (paragraph 5, G. O. No. 1279 A. of 1855, dated the 17th July).

55.—There is a very slight improvement over last year's returns, in the average attendance at all the institutions, excepting at Dehli and Benares.

	Average per-centage of attendance.	
	1853.	1854.
Agra, ...	95	95·3
Dehli, ...	89·5	87·33
Benares, ...	92	90
Bareilly, ...	93·7	94·3
Saugor, ...	83·51	84·22
Ajmere, ...	88·4	90·2
Total, ...	93·618	90·225

56.—With reference to the average attendance at Dehli, His Honor remarked (paragraph 2, G. O. No. 1095 A. of 1855, dated 21st June), that "the per-centage (87·3) contrasted unfavourably with the attend-"ance in other institutions of the Government. This is probably attri-"butable to the absence of the demand of any entrance fee, the pay-"ment of which tends greatly to discourage unauthorized absence. You "are requested to issue instructions for the invariable requisition of a "suitable fee on all future admissions." The Secretary Local Committee of Public Instruction however, in his report for 1854, accounted for the apparently irregular attendance as follows:—"The average attendance "here set down is much lower than virtually it ought to be. Besides "including all the sick, and all on leave from ordinary causes, it also "includes those who are filling appointments on trial. It has always "been usual in the Dehli College to give every student, who has "obtained employment, leave for 3 or 4 months, in order that he may "be able to return to the College after that period, provided that from "any cause he does not retain his situation. His name is still borne on "the rolls, but in making up the yearly return, he of course is consider-"ed as a non-attendant. This was also a very sickly year; so that taking "all these things into consideration, I think the attendance may be "considered satisfactory."

57.—In the course of 1854, 1,084 boys entered the several institu-tions, of whom 154 were "re-admitted."

	New Admissions.	*Re-admission.*	TOTAL.
Agra, ...	149	72	221
Dehli, ...	140	4	144
Benares, ...	176	0	176
Bareilly, ...	157	24	181
Saugor, ...	177	38	215
Ajmere, ...	131	16	147
Total, ...	930	154	1,084

58.—During the same twelve months the names of 882 students were struck off the rolls,—632 having withdrawn, 213 having been expelled,

while the remainder (37) either died, or were compelled, by ill health, or protracted sickness, to leave school.

	With-drawals.	*Expul-sions.*	*Death, or protracted sickness.*	TOTAL.
Agra, ...	93	95	25	213
Dehli, ...	121	1	1	123
Benares, ...	154	2	5	161
Bareilly, ...	109	0	0	109
Saugor, ...	37	112	1	150
Ajmere, ...	118	3	5	126
Total, ...	632	213	37	882

59.—The statement, showing the number of students who have obtained employment during the course of the year (given in paragraph 65), will enable His Honor to ascertain the number of withdrawals consequent on finding service. The expulsions are mostly caused by continued absence without leave, not less than 112 being dismissed for that offence in the Saugor School alone. Three Hindoo students were expelled from the Agra College for misconduct, and one for theft. Not a single case of expulsion is recorded at Bareilly.

60.—The list of students who have come from a distance to be educated at the Government Colleges and Schools, and were admitted in 1854, (for so the heading of the list runs) contains 116 names.

Agra.	*Dehli.*	*Benares.*	*Bareilly.*	*Saugor.*	*Ajmere.*	TOTAL.
36	20	30	12	5	13	116

61.—But the preceding statement does not show correctly the number of boys who have come from a distance, and have been admitted within the year 1854. Of the 30 names in the Benares list, I find 25 in the Report for 1853. Similarly the Agra statement for 1854 contains six names, which occur also in the list for 1853.

62.—The estimation in which our Colleges and Schools are held by the native community has been frequently measured by the number of scholars whose residence, or rather home, is at a distance from the station at which the institution is located. Bearing this in mind, and also the loose manner in which a native often gives the name of his birth-place, as that of his place of residence, care must be taken to ascertain that the students have left home, (the residents of their parents or guardians) to study at the College. The late Principal of the Bareilly College, in his Report for 1853, after giving the usual list of students, numbering six, who came from a distance to be educated in the Bareilly College during 1853, states that "only six students came from a "distance for education at the College during 1853; most of them "were sons either of Sepoys of the Regiments cantoned at Bareilly, or "of persons residing temporarily in the town."

63.—The large number of such students reported at Dehli, amounting in all to sixty-five, (twenty admitted during the past and forty-five in previous years,) and the remarks recorded by Captain Douglas, Member of the Local Committee, led His Honor to institute enquiries. From the detailed investigation conducted carefully by the Officiating Principal, it appeared that the residence of the parents or guardians of eighteen out of the sixty-five students was within the city of Dehli. I would recommend that the present heading, "Place of abode, &c.," be changed to "Place of residence of parents or guardians during the year, &c."

64.—There is so great and pressing a requisition for intelligent, well-educated young men, to fill situations of trust and emolument in private offices, as well as in the public service; and the exception to the general poverty and indigence of the students attending our Colleges are so rare, that it is but very seldom a student can afford to remain *in statu pupillari*, or has that great love for learning, which shall prevail over the many and strong inducements to throw aside his books, and enter on the business of life; in other words, the business of finding the means of maintaining (in many instances) an increasing family also. Deeply do our earnest Principals and Professors lament this insuperable

bar to all successful exertion on their part. As the mind of the intelligent student is beginning to expand, and his intellectual powers to develop themselves,—when the faithful teacher may hope to impress, on the plastic mind of his pupil, the eternal truths which are common to all creeds, and to prepare him for the battle of life, by lessons of wisdom, which his previous mental training shall have enabled him to appreciate, and appropriate,—the student is compelled, by the dictates of ordinary prudence, to take service, when he very soon subsides into a mere copyist. At the most important crisis of his life he is withdrawn from all judicious control, and, ere the results of a course of hard mental toil and discipline are matured, enters on a life of enervating routine, and mental stagnation. There are but few who can make way against the stream of adverse circumstances, into the midst of which they are thrown. They find no intellectual sympathy abroad, where their whole time is occupied in the dull and uninteresting details of treasury, or mercantile accounts, nor are they more fortunate at home.

65.—Eighty-nine boys are reported to have obtained employment in 1854. Of these, one has entered Roorkee as a paying student, four have left school, to serve their apprenticeship in public offices, and two to look after their fathers' shops; the remaining eighty-two draw, in all, salaries amounting to Rs. 2,483 per mensem.

	Number of Students who have obtained employment.	*Number of Students who have obtained salaried employment.*	*Monthly salary drawn by the preceding.*
Agra, ...	20	14	452 0 0
Delhi, ...	28	27	1,122 0 0
Benares, ...	15	15	530 0 0
Bareilly, ...	4	4	120 0 0
Saugor, ...	18	18	294 0 0
Ajmere, ...	4	4	65 0 0
Total, ...	89	82	2,483 0 0

66.—Four students draw salaries of Rs. 100 a month, two of 70 three of 60, eleven of 50, one of 45, six of 40, one of 35, one of 33 eleven of 30, four of 25, eleven of 20, three of 16, eleven of 15, seven of 10, three of 5, and three of 4 Rs. per mensem; the average being 30 rupees 4 anas 5 pie.

67.—Of the above, nineteen have entered the Educational Service, twenty-two the Revenue Survey and Civil Engineering Departments; one has been appointed Translator in a Judge's office, fifteen have taken service as English writers, ten as Mohurrirs, two as Regimental Moonshees; three have entered the Medical Department, four have obtained Peshkarships (Naib Tuhseeldarships), three employed as Ameens, and three as Chuprasees.

68.—The total expenditure, on account of the maintenance of the four Colleges and two Schools, amounted, in 1854, to Co.'s Rs. 180,247-9-6.

Names of Institutions.	*Total expenditure during the official year 1854-55.*	*Average expenditure incurred for each Pupil.*
Agra, ...	37,017 4 0	123 6 0
Dehli, ...	42,821 5 1	122 5 6½
Benares, ...	49,690 9 10	144 7 2
Bareilly, ...	24,675 1 5	77 0 0
Saugor, ...	8,939 0 7	28 3 2
Ajmere, ...	17,104 4 7	72 12 6
Total, ...	180,247 9 6	94 11 0

69.—The average cost of each student's education has been calculated by dividing the amount of the year's expenditure by the number of students on the list at the close of the year. This plan affords the nearest approximation to accuracy at which we can arrive though it is manifestly inaccurate, as we cannot form from data (shown in the Annual Reports received from the several Committees) any idea of the number of students on the list during each month of the year.

But it is not worth while to incur the delay which a reference to all the College and School Registers would entail, especially as the calculation which I have adopted is that followed in previous Reports.

HINDEE DEPARTMENT.

70.—The number of students reading Hindee, in classes especially devoted to that language, amounted, at the close of 1854, to 252.

Agra.	*Dehli.*	*Benares.*	*Bareilly.*	*Saugor.*	*Ajmere.*
67	0	0	21	126	38

71.—At Dehli there are no distinct Hindee classes. The junior students in the Sanskrit Department read Arithmetic, Algebra, and Geometry in Oordoo. The Baitalpacheesee, Singhasun Butteesee, and Prem Sagur, are read in the Arabic and Persian classes, with the view of qualifying the students to take service as Regimental Moonshees. But the classical and critical study of Hindee is not attempted.

72.—In the report of the Agra College, the results of the examination of the Hindee Department are noted as follows:—

"Third Class (22 students,) examined by Pundit Munoo Lall. The "reading and explanation are good; the spelling showed but little pro-"gress. 2nd Class (18 students,) examined by Munoo Lall, Pundit. "The 1st Division good; the 2nd and 3rd Divisions failed in Grammar "and Spelling. 1st Class (27 students,) examined by the Head Sanskrit "Pundit, who reported favorably upon it."

In the three Classes there are 12 Divisions. In the fifth (the lowest) of the third (the junior) class, three boys had read 12 pages of the Spelling Book, and 10 pages of a Hindee Reader; in the fourth, five, 36 pages of the Reader; in the third, three, the same as in the fourth, with the addition of 20 pages of the Prem Sagur; in the 2nd Division six boys, and in the first, four, 50 and 100 pages of the same work. These

details show, that it is a sad waste of the resources of the College to admit boys, who come merely to learn what they can acquire better, or as well, elsewhere. This point will be discussed in a future paragraph.

73.—In the 2nd and 1st Classes the students learn the rudiments of Hindee Grammar; their text-books are the Prem Sagur, Ramayun and Mahabharut.

74.—At Benares, Hindee and Oordoo are read in all the Classes of the Junior Department. The statements submitted with the Report do not note the number of boys reading Hindee and Oordoo. From information kindly furnished by the Principal, it appears that a hundred and seven boys study English + Oordoo, forty-seven English + Hindee, and none English + Oordoo + Hindee.

75.—The students were examined by Professor Hall, who reported that the 1st Class of the Junior Department read, explained, and parsed very satisfactorily, and much to the credit of their instructor; that the 2nd Class, made up of dull boys, was found particularly defective in Grammar; that the 3rd Class deserves a favourable report; that the boys of the 4th Class read and explained Hindee far from well,—the fault of the teacher rather than of the pupils; that it was a pleasure to him to examine the 5th Class in Hindee, as it was made up of very intelligent and industrious lads, and the teacher, Pundit Budri Lall, appeared to have taken great pains with them, and most successfully; that the 6th Class has been very satisfactorily instructed in Hindee, and passed a creditable examination; and that the lads in the 7th Class have made satisfactory progress.

76.—The following Hindee class-books are read at Benares by students who attend the English classes:—Hindee Primer; Sikshapruchar, Updesh-durpun, Prem Sagur, Subhabilas, and Ramayun.

77.—The remarks on the Hindee Department of the Benares College, which occur in Professor Hall's Report, are deserving of earnest

attention:—"The two teachers in this department, Pundit Budri Lall "and Lokanatha Choube, have, (especially the former,) acquitted them- "selves of their functions to my satisfaction. Several of their text- "books, however, are, in my opinion, worse than useless, as inculcating "fictions and absurdities, which we may safely ignore;—or as failing to "convey anything of language further than a mere knowledge of words. "To the former of these objections I consider the Prema Sagara to be "liable; and I hold the Ramayuna, of Tulasidasa, and the Sabha-velasa, "to be particularly obnoxious to the latter as well as the former. "From among the numerous translations into Hindee, that have been "prepared within the last few years, I hope we could, without difficulty, "make a selection that would enable us to banish these pernicious "works from the College. As substitutes for them, I would propose "the Hindee translation of Marshman's History of India, Vansidhara's "Bharatvarshiya Itihasa, (Mr. Reid's series,) Sri Lala's Vidyankura, "(same series,) and Krishnadatta's Budhiphalodaya (same series). In "connection with this department, I would mention the Hindee ver- "sion of the Laghu Kaumudi, a Sanskrit Grammar, which has been "prepared in a manner deserving all praise, by Babu Mathuraprasada "Misra. The entire work is passing through the press under my "superintendence; 168 pages are now printed; and the appearance "of the remainder awaits nothing but the diligence of the *Recorder* "Press."

78.—The condition of the Hindee Department of the Bareilly College is not described in the Report for 1854. From a report, subsequently furnished by Dr. Buch, it appeared that the Hindee classes were indifferently attended, while the range of study did not extend beyond that of an ordinary Tuhseelee school.

79.—In the Ajmere and Saugor Government Schools the Hindee Department is one of considerable impor ance.

80.—At Ajmere there are three Hindee classes. In the first, both Sanskrit and Hindee are read. To enable His Honor to form a correct estimate of the condition of the Hindee Department, I give the late

Superintendent's remarks *in extenso*, as they possess great value, taken in connection with the influence which the Government School is calculated to exert on the popular education of the province of Ajmere.

81.—"In my letter No. 25, dated 3rd July last, I had the honor to "acknowledge the receipt of certain Hindee books, which the Commit- "tee had recommended for introduction in the Sanskrit-Hindee classes. "Three of these, viz. Euclid, Part I., Algebra, Part I., and Khugolsar, "have been read by the students of the 1st Sanskrit-Hindee class; the "others, viz. Gunit Prakash, History of India, Gyan Chaleesee, by those "of the lower classes. As other books are prepared by the Visitor "General, North Western Provinces, I shall be happy to make use of "them in our Hindee Department. I entirely agree with the Visitor "General, as regards the comparative uselessness of such books as "Singhasun Buttecsee, Baitalpuchecsee, &c., and they have hitherto "been retained only, partly because they are class-books used in all "our Colleges, and partly because they are the books best known to "the Hindee speaking population at large, who believe that a know- "ledge of these forms an important part of a Hindee education. Here- "after it will be my endeavour, as far as possible, to substitute more "practical books in their stead.

82.—"The boys of the *3rd Hindee Class* have, in the past year, "read Prem Sagur, Baital puchcesee, History of India, (the Visitor "General's edition,) Hindee Reader, Gyan Chaleesee, Siksha Munjari, "and Ganit Prakash. The teacher, Pundit Mungul Dutt, continues to "give satisfaction; he is an active, intelligent, and painstaking man. The "boys were examined in Arithmetic, (Simple and Compound Multipli- "cation, and Division, Simple and Compound Proportion, Involution "and Evolution,) by the 2nd English Master; in Prem Sagur, Baital- "puchcesee, History of India, Hindee Reader, Gyan Chaleesee, and "Siksha Munjari, by the Head Pundit. The numbers gained by the "boys of the 1st Division (in Arithmetic) are very creditable; viz. "49, 49, 44, 42, 38; of the boys of the 2nd Division, one has gained "46 marks, and two others each 33. Five boys had read Prem Sagur, "but none of them obtained more than 22 marks. In Baitalpuchcesee,

"History of India, Hindee Reader, and Gyan Chaleesee, the boys "acquitted themselves satisfactorily.

83.—"Pundit Rushuk Lall, the teacher of the *2nd Hindee Class*, has, "during the past year, instructed the boys of the 1st Division of his "Class in Prem Sagur, Hindee Grammar, History of India, Geography, "Singhasun Butteesee, Rajneetee and Arithmetic (Compound Multipli- "cation and Division, Simple Proportion, Involution and Evolution); "about thirteen boys, forming a 2nd Division, have read Hindee Reader, "Siksha Munjari, Gyan Chaleesee, and similar books. The examination "was conducted, as in the case of the 3rd Hindee Class, by the Head "Pundit and the 2nd English Master. In Arithmetic the 1st Division was "composed of six boys, five of whom gained respectively 49, 49, 48, 48 "and 45 marks; the 2nd Division consisting of nine scholars, the highest "marks were 42, 42, 42, 41 and 40. When it is taken into consi- "deration, that of the boys who learn only Hindee, very few remain "long enough to acquire anything like a good education, the result of "the examination of both classes in Arithmetic is, I think, highly satis- "factory. And here I may be permitted to state, that though the "Hindee classes of the Ajmere institution are not perhaps quite on a "level with the English and Persian Departments, yet they are far "superior to the Hindee schools, in the districts or in the town of Ajmere "itself. In another place, it has been shown that there is scarcely a "single Hindee school in the district, in which anything beyond the "Multiplication and Practice is taught;—none (with the exception of "Sreenuggur) in which the boys can read Hindee fluently and correctly. "Yet the difficulties in the management of a Hindee school, or of "Hindee classes, are almost as great at Ajmere as they are in the dis- "trict. The Bunyas and other castes, from which the Hindee classes of "the Ajmere institution are supplied, are little better educated than "the Bunyas of Kekree and other places; they speak the same dialect, "(Marwarra,) use the same characters. As in the districts many "parents think that the education of their children is completed when "they know the Multiplication Table, so it is at Ajmere: simple accounts, "and the writing of Hoondies, is almost all the boys desire to learn. "When the Ajmere institution was established, we had scarcely a single

"scholar, who could read Hindee in the Devanagri character. When "it is, moreover, taken into consideration that the scholars of our Hindee "classes are almost exclusively drawn from the very class of inhabitants "who dislike the payment of monthly fees most, and who, for that "reason alone, even when there are no other reasons, often withdraw "their children from the institution, before they have made any real "progress; and when it is further considered that the Principal can "devote but very little time to the superintendence of the Hindee "classes, it will, I beg to submit, be allowed, that the state of our Hindee "classes is more satisfactory than may be thought at first sight. In "the English Department, where the students generally remain for "several years, almost every boy is personally known to the Principal. "If a boy is careless; if he comes too late; if he does not learn his "lesson, he is at once reported to the Principal, who either admonishes "or punishes him. He thus becomes acquainted with the state of "every class, nay almost of every boy, and can bring his influence to "bear upon the progress of every student. In the Hindee Department, "it has hitherto been almost impossible to carry out this system. In "the first year, indeed, when the Principal had more time, he frequently "examined the Hindee classes; but at present it is beyond his power "to do so.—But to return to the 2nd Hindee Class. The boys of the 1st "Division were examined in Prem Sagur, Hindee Grammar, History of "India, Geography, Singhasun Buttcesee, Rajneetee: those of the 2nd, "in Hindee Reader, Siksha Munjari, Gyan Chaleesee, Dhurm Sing. "The result of the examination was on the whole very satisfactory; the "boys read well, and showed a praiseworthy acquaintance with the con- "tents of their class-books. Futel Lall, Huzaree Mull, Ram Dhun I., "Ram Dhun II., Sooruj Mull, and Chungun Mull, are the best boys in "this class.

84.—"In arranging the studies of the Hindee classes for the pre- "sent year, the Principal has been anxious to give them, as far as pos- "sible, a practical direction, and to substitute better books in the place "of those commonly used. The following is a list of the books which "will be read in the 2nd and 3rd Hindee Classes. *Second Hindee Class:* "Singhasun Buttcesee, Hindee Grammar, History of India, Geography,

"Lilavati, Khugolsar, Siksha Munjari, Phailawut, Maptole, Mahajun-ki-
"kitab. *Third Class:* Prem Sagur, Hindee Grammar, History of India,
"Geography, Gunit Prakash, Parts II., III. and IV., Euclid, Book I.,
"Ishwarta Nidarshun, Kshetra Chundrika, and Balbodh."

85.—His Honor was pleased to order the exclusion of the "Prem Sagur," "Baitalpucheesee," and "Singhasun Butteesee," from the Hindee course of study, and the substitution of the Ganit Prakash, and other suitable treatises, in place of the Lilavati.

86.—The Hindee classes of the Saugor School were examined by Lieutenant Waddington, who reports favorably on the intelligence and industry of the students. The *fifth*, or junior class (13 boys), were able to explain what they read very fairly, but proved very deficient in Arithmetic. The *fourth* class (of 27), though very young, showed a great wish to learn, and a most desirable spirit of emulation. They were generally good in Grammar, Geography, and Arithmetic, but failed in ready explanation. The *third* class, of 15 boys, on the other hand, were deficient in Arithmetic, though otherwise apt and able to explain the passages there read. They were well grounded in Geography and Grammar, especially in the former. The *second*, a small class of 8, passed a creditable examination in a variety of subjects, including Algebra, Geometry, and Chemistry; they were well grounded in Geography and History, and composed very tolerable essays, "On the benefits of Printing." The students, 16 in number, of the 1st Class, failed generally in History and Grammar, as Lieutenant W. reports in the following words:—"The boys in this class could repeat long paragraphs "from History. I found that they nearly all answered the questions "by rote, and not from real knowledge of what they read. Also in "Grammar, I found that when any boys had any difficulty in giving "answers to the questions proposed, they began repeating the whole page, "or else answers, which they knew were somewhere near those asked, "and their memory being refreshed by this repetition, they managed at "last to give the answer, but evidently not thoroughly understanding "either questions or answers." This defect is common to Hindee schools generally. It may be attributed to their ponderous Multiplication

table, by which the memory is so severely taxed and exercised, to the neglect of the reasoning and reflective faculties. The examiner adds: "The writing in this class was very good and neat; all were tho- "roughly conversant with the map of Asia.*** The Essays of the three "senior boys were very good, (the subject being that given to the 2nd "Class,) and so equal, that they all received the highest marks."

87.—The question, of the propriety or expediency of continuing the study of Hindee in all the Government Institutions, had been fully debated in 1854, by the several Local Committees, who were invited to the discussion by G. O. 3074 of 1854, dated 20th November, in the following terms:—"In considering the course of study for Junior and "Senior Scholarships, the question has been raised whether the incon- "venience, experienced from the study in the Collegiate institutions of "Government of two vernacular languages, is compensated by any cor- "responding benefit derived from the acquisition of Hindee.

88.—Upon the subject, the Visitor General of Schools has made the following remarks:—"Hindee is the language of the agrarian "population; Oordoo, of the residents in towns and cities. The Go- "vernment Colleges are supplied with students almost entirely from "the latter class. Hindee students are few. Hindee can be learnt as "well outside, as within the College walls. The acquaintance with "Nagaree, contemplated in the late G. O., may be gathered in many "ordinary pathsalas. The study of Hindee might be abolished in our "*Colleges*, (excepting Benares,) and as soon as we have good schools, "where Hindee will receive more attention than is possible, it should "receive in an institution, whose other objects are so distinct, and con- "sidered to be of greater importance.

89.—"If the Local Committees are generally of opinion, that with- "out injustice to any considerable class of the students themselves, "the study of Hindee, (a knowledge of which is indispensable in the pub- "lic administration,) as a distinct branch, should be discontinued, the "Lieutenant-Governor will be prepared to consider the point, except- "ing as to the Benares College, where the character of the language

"spoken, and the nature of the Sanskrit studies render it advisable, on "special grounds, to retain the Hindee classes."

90.—The Agra Committee was of opinion that the study of two vernacular languages, on the same footing, was inconvenient. They therefore recommended the abolition of the Hindee classes, proposing, however, that one well-paid and able Professor of Hindee Literature be retained for the assistance of such students, as may wish to attain high proficiency in Hindee.

91.—The Dehli Committee discussed the propriety of retaining the study of Nagaree merely as a script character, and left alone the question of Hindee classes. They were in favor of insisting on an acquaintance with Nagaree from all students. This requirement I consider most judicious, and reasonable.

92.—The Bareilly Committee were unanimously of opinion that the study of Hindee might be discontinued in the College, without any detriment.

93.—The Saugor Committee, on the other hand, held that "the study of Hindee could not be discontinued in the Government School, without injustice to a considerable number of the students. Far beyond the precincts of the Courts, Hindee is the universally used language in the Saugor and Nerbudda Territories, and cannot be disregarded." The absence, too, of efficient Hindee schools at Saugor, formed another, and a strong plea in favor of the continuance of Hindee classes.

94.—Professor Hall's admirable paper on the subject is given *in extenso* in the Appendix.

95.—The Ajmere Committee deprecated the contemplated, or proposed measure. Dr. Buch urged that most of the Government school boys, at first admission, are ignorant of Oordoo, the knowledge of which is confined to Moosulmans and Kayusths, who form a small and uninfluential section of the community. Colonel Dixon's arguments in

favor of continuing the study of Hindee are unanswerable. "Ajmere," he writes, "is situated in the heart, and, in respect to language, may be "considered a component part of the Rajpoot States. The dialect of the "people is essentially Hindee, Oordoo being alone spoken, where "Europeans are present. To discontinue the teaching of Hindee at "the Ajmere institution would, I apprehend, be as distasteful to the "people, as it would prove injurious to the spread of education, and "detrimental to the numerical attendance of scholars, who are principally "drawn from the Hindoo inhabitants of the town."

96.—From the foregoing paragraphs it is evident, that the Hindee classes at Agra, Dehli, and Bareilly, might be abolished without inconvenience. There are no separate Hindee classes at Dehli, Benares, Saugor and Ajmere; Hindee is, *par eminence*, the current vernacular. Hindee and Oordoo are so internally connected, their grammatical construction being so similar, that I would recommend that in every Government Institution, where Hindee is read, every Hindee student be taught Oordoo also.

SANSKRIT DEPARTMENT.

97.—The value of Sanskrit is estimated, at the present day, chiefly by its capability of improving the cognate vernacular dialects. It would be difficult to exaggerate the advantages, which would follow on the complete accomplishment of Dr. Ballantyne's large design, and the vast benefit, which its success would confer on Hindee literature. But viewed by itself, Sanskrit hardly merits encouragement, by being made the subject of study in a distinct department. The arrangements followed out at Benares and Ajmere are judicious, connecting the study of Sanskrit with that of English or Hindee.

98.—At Agra there are two Sanskrit classes, the lower containing five, and the 1st class two sections. The studies of the 2nd class (of nine boys) were confined to Grammar (one scholar reading the Raghuvans also) of which they had taken up, on an average, 30 pages. The examiner reports that they have made no progress since the half-yearly

examination, nearly the whole class failing in explanation. The senior class (of thirteen students) is favorably mentioned by the Head Pundit, who is also their teacher.

99.—The Sanskrit Department of the Dehli College was noticed in unfavorable terms by the late Principal. There are two classes. The two lower divisions of the junior class did not acquit themselves well in any one subject, and failed signally in Arithmetic and Oordoo; the first division is reported to have done fairly, as also the first Sanskrit class in general. The weak points of the latter were their Mathematics, their Oordoo, and their History. The Principal remarked that the Sanskrit students will commit to memory any amount of Grammar, of Poetry, and of absurd fable, connected with their own religion, but they appear to be unable to bend their minds to History, or to appreciate its value. The unsatisfactory state of the Sanskrit classes led His Honor to direct their abolition, after the close of the present year (1855).

100.—The progress and condition of the Anglo-Sanskrit department of the Benares College may be best gathered from Professor Hall's Report. "The first section of this department has undergone no "change, either in number or in individuals, since last year. Next "term, however, I propose to draft into it four young men from the "second section,—Sitala Prasada Tivari, Ram Chundra Tivari, Syama "Tivari, and Chotu Rama Tivari. This section has read with me, "during the past twelve months, 36 selected numbers of the *Spectator*, "the whole of Whately's Logic (Dr. Ballantyne's edition), and 82 pages "of Whately's Rhetoric (Dr. Ballantyne's edition). Several of the "members of this section, among whom I may particularize Govindâ "Deva Sastri, Bala Krishuna Sastri, and Ram Narain Sastri, employ "their leisure in preparing translations from the English, which may "be serviceable as school books. The rest are also ready to engage, "when required, in the work of translation.

101.—"The 1st Class of the second section has read 95 pages of "the Calcutta English Reader No. 2. The reduction of this class,

"which I have proposed above, may be in part supplied by transferring "to it, from the 2nd Class, Vindhya Prasada Sukula and Gayadatta "Pande. Pundit Jaggan Natha Sukula, who belonged last year to "the 1st Class, was appointed, some months ago, Hindee Pundit to the "Calcutta Board of Examiners. Sitala Prasada Tivari, a member of "this Class, has this year completed, under my supervision, a highly "creditable translation in Hindee, of Dr. Ballantyne's Synopsis of "Science, Vol. I. As soon as this volume is published, the Pundit will "proceed with the remainder of the work, as well as with his Hindee "version of Dr. Ballantyne's Sanskrit *Novum Organum*, a portion of "which is already executed and printed. The whole of the second "section is under the instruction of Pundit Rama Jashan, with whose "ability and fidelity I am perfectly satisfied. The 1st Class of this "section has daily gone through their lesson with me, after leaving "their teacher.

102.—"I cannot take leave of the Anglo-Sanskrit Department, with-"out adverting to the difficulty of obtaining proper English text-books "for its more advanced classes. None of the members of this depart-"ment, as may be observed from the detailed returns, are quite infants, "and I hear that none of them are quite dolts. They are accordingly "scarcely qualified to relish, or to profit by the infantile prattle, and the "sermonizing insipidity of the Calcutta readers. For some time, I "have had at heart the preparation of a couple of books, adapted not "only for their use, but for the use of our College students generally. "When I shall have a little more matured my plan, it is my intention "to make it the subject of a special representation to Government."

103.—No Sanskrit class exists at Saugor. In the list of books noted among the studies of the Hindee Department at Bareilly, I find one Sanskrit book. The Report furnishes no details.

104.—The students of the 1st Hindee-Sanskrit Class at Ajmere were examined in the following works :—Rughoo Vuns, Magh, Naisudh, Punchdashi, Vidantsar, Ramayun, Sanskrit-Hindee and Hindee-Sanskrit translation; Euclid, Book I., Bapoo Deva's Algebra,

Lilavutee, Hindee Grammar, Khugolsar, Siddhant-Kaumudee and Lughoo-Kaumudee. The examination papers were sent to Benares; "where," to quote Dr. Ballantyne's words, "they gave great satisfaction "to our Pundits. The answers returned to our questions were such as "evinced careful and intelligent instruction on the part of the Ajmere "teachers, and commendable diligence and proficiency in their pupils. "The numbers allotted to the examination papers were not, on an "average, noticeably different from those which are generally received "by the Sanskrit students of our own Institution."

105.—The Superintendent, in adverting to the disparity observable between the more advanced pupils, and the rest of the class, attributed this inequality to the Pundit attempting too much, and teaching so many different books, as necessarily to neglect the lower boys. This defect was pointed out, and the study of the class more judiciously arranged. With reference to the failure of the class in translation from Sanskrit into Hindee, His Honor observed that "attention should "be directed to the necessity of acquiring, along with Sanskrit litera- "ture, an easy and correct Hindee style. If this be neglected, the chief "advantage which Government has in view from the study of Sanskrit "is abandoned (para. 15, G. O. 1019 A. of 1855, dated 13th June 1855)."

ARABIC AND PERSIAN DEPARTMENTS.

106.—At Agra there is one Arabic class with 12 students, who are divided into four separate sections, in the lowest of which the elements of Grammar, and in the highest, books of considerable difficulty, are read. The several sections were reported on, in favorable terms, by the examiner, Mooftee Reeyaz-ood-deen. The course of study is confined to Arabic Grammar and Literature, Arithmetic, History. Geography might be read in Oordoo.

107.—The notice accorded in the Report on the Dehli College to the condition of the Arabic Classes (where this department is one of considerable importance) is very scant and meagre. The Secretary

Local Committee of Public Instruction writes as follows:—"I do not "think these call for any specific remarks. All the masters engaged "in these classes certainly did their duty well."

108.—In the Arabic Department at Benares, there are only four students in the two Arabic Classes. The Principal reports, "that to the purely Arabic, Persian and Sanskrit Departments, much the same remarks, as those of former years, apply. I have been satisfied by the attention alike of Pundits and Mouluvees to their duties." A somewhat more detailed notice than the foregoing is required, to enable His Honor to form a satisfactory opinion of the present condition of those departments.

109.—At Bareilly there is no separate department for Arabic, which is read by the Senior Persian students, whose examination papers were thus reported on by Lieutenant Lees:—"Seven candidates were examined in both Arabic and Persian. * * The books in which they were examined were two on Grammar, one on Rhetoric, and three on Logic. In Arabic, Grammar, and Logic, the students for the most part acquitted themselves very fairly, and some, I may say, creditably."

The study of Arabic has not yet been introduced into the Government Schools at Ajmere and Saugor.

110.—I regret that the reports on the Persian Classes at Agra, Dehli, and Benares, are so meagre, that they convey no idea of the actual state, and comparative progress, of the study of Persian in the Government Institutions. In the three Colleges, above-named, there are not less than 193 students, being 101 at Agra, 56 at Dehli, and 36 at Benares. A reference to the Appendix will show the books read, and nature of the studies pursued in these Departments.

111.—Of the two Persian Classes at Agra, the lower contains no less than seven Divisions. Under such a system the advantages of a careful classification are lost. How can one teacher do justice to seven Divisions? Again, in the Senior Class, there are 6 Sections. The class-books are

sadly jumbled up together. In the Junior Class, we find both the "Ukhlak-i-Julalee," and the "Kureema," one of the very first books which the Persian student takes up; and in the higher class "Ukhlak-i-Julalee," and the "Kusaid-i-Oorfee," which Lieutenant Lees, a competent authority, pronounces to be, "with one exception, the most difficult poetic work in the Persian language." The Persian Mouluvees have been evidently left to themselves, and in all such cases, the elementary knowledge of Persian can be as well acquired in the bazar schools, as in the Government College.

112.—The following extracts are taken from the several College Reports for 1854.

AGRA.—*Junior Persian Class.*—70 students. Report favorable.

Senior Persian Class.—"This class consists of 31 students, and was "examined orally by our Mouluvee, and by means of written questions, by "Mouluvee Syud Mahomed, of the Dehli College, whose report is favor-"able, judging by the numbers: he remarks, however, that the transla-"tions only were given, but without the required explanations."

113.—DEHLI.—Similar observations ("I do not think these call for any specific remarks: all the masters engaged in the Arabic Classes did their duty well,") apply to the Persian Classes. Several of our best Persian, as well as Arabic pupils, this year obtained employment. For the Benares College, I can give no information.

114.—The Persian papers of nineteen Bareilly students were carefully examined, and reported on by Lieutenant Lees, who records the following remarks:—"In Persian I cannot say the result of the examination "has been altogether satisfactory. In Rhetoric, the students are decid-"edly deficient. * * * The students are not equal, with the excep-"tion, perhaps, of Tuffuzool Hoossain, to the study of so difficult a work, "(the Kusaid-i-Oorfee). In Abool Fuzl, the students acquitted them-"selves tolerably, but their translations being for the most part literal "renderings from Persian into Oordoo, the very words of the author, "when admissible, being frequently retained, and no explanation

"whatever of his meaning being given, it has not been easy for me to "discover, whether the students either understood the passage, or "obtained any assistance one from the other." * * * * The above remarks will also apply to the ethical work in which they were examined; viz. the "Ukhlak-i-Julalee." With the exception of Tuffuzool Hoossain and Najuf Ali Khan, none of the candidates passed a fair examination in this book. The work is rather metaphysical, and ordinary Mouluvees are not capable of giving instruction on the subject on which it treats.

115.—Lieutenant Lees attributes the comparative failure of the students to defective tuition. The Head Persian teacher, Mouluvee Zoolficar Ali, is a distinguished pupil of the Dehli College, and was highly thought of by the late Principal. The examiner recommended the substitution of the Ghuzuls of Hafiz, or of one of Nizamee's five Poems, in place of the Kusaid-i-Oorfee. With reference to the foregoing remarks, the Principal of the Bareilly College was requested to compare the nature of the test-books, and the qualifications of the students, with those in other Colleges.

116.—From the Report on the Persian-Oordoo Department of the Government School at Ajmere for 1854, the 1st and 2nd appear to be promising Classes, while in the 3rd, there had been a sad falling off, both in number and acquirements, owing to the inefficiency of the teacher, who has since been dismissed by His Honor's orders. The energy and industry of the second Persian Mouluvee, Sheikh Niamutoollah, who teaches at his own house as well as at the school, elicited the expression of His Honor's approbation, and have been rewarded by a grant of 50 Rupees. The historical papers of the 1st Class, together with their translations, Oordoo and Persian, and their answers in Natural Philosophy (Mechanics) "fully sustain," the Secretary writes,—"the credit, both of the teacher and the scholars, while their knowledge of Algebra and Geometry was not as good as might have been expected." In reviewing the Report on this department, His Honor was pleased to direct, the "Musnuvee Ghunimut" and "Zulcekha" be excluded from the list of Persian studies, and that the allotments of class-books should

be carefully revised, works of considerable difficulty being read in the same Class, with others, which should have been mastered at the outset of the student's career.

117.—The examination of the Persian-Oordoo Classes at the Saugor School was conducted by Lieutenant H. Montgomery, Deputy Commissioner, assisted by the Sudder Ameen and Moonsiff of Saugor. His report is favorable. The 1st Class numbered, in 1853, five boys only, and, in 1854, thirteen. The course of studies in Arithmetic and Geometry had been enlarged, and nearly the whole Class had learnt Plane-table Surveying.

118.—Major Erskine's scholarship had excited a hard contest, but had remained with the last year's incumbent, Allah-ood-deen. The 2nd Class, of thirteen boys, and the 3rd of thirty-one, acquitted themselves creditably; the 4th, or lowest Class, consisting of beginners, had been well grounded in the Rudiments, and great pains had been taken to ensure correct pronunciation. The examiner reported, with regret, that the boys of the English Department, also reading Persian-Oordoo, had made no progress, with two or three exceptions only. The failure might be attributed to the difficulty which has been felt in sparing the boys to proceed, by classes, from the English to the Persian Department. Lieutenant Montgomery speaks in high terms of the exertions of the two Persian teachers; one hundred and seven, out of one hundred and twenty-two students, gained upwards of 50 per cent. of full marks, and a large number 80 per cent. The fact of a Chumar heading the 2nd Persian Class, with 282 marks out of 300; the second being a Rajpoot, the four next Brahmins, the seventh a Kayusth, and the eighth a Moosulman, is deserving of note. It appeared from information furnished by the Secretary of the Local Committee, that the admission of the Chumar was so violently opposed, that some Brahmin scholars left the school, but again returned. He is a very fair scholar, as his exercises, forwarded for His Honor's inspection, sufficiently prove. Great credit is due to the Saugor Committee, for the firmness with which they met the popular outcry, and the judgment with which they managed this difficult question. A similar case occurred last

year at the Budaon School, where again the determination of the authorities gained the day.

ENGLISH DEPARTMENT.

119.—The course of study to be pursued by candidates for, and holders of, scholarships, senior and junior, in the English department, has been laid down with much care, and after much deliberation. But similar attention has not been bestowed on the classification of the studies of the junior classes. In one College, the student is taught the rudiments of Geography in the lowest classes; in another, the study is deferred till he has passed through several. Such being the case, I must take the Junior English Department of each College by itself.

120.—The Junior Classes in the Agra College are very large, the two lowest containing one hundred and fifty-four boys. They are necessarily sub-divided into sections. The teachers' difficulties are thereby increased, and the advantages of simultaneous teaching are lost. They are favorably mentioned in the Report for 1854, where it is recorded of the 8th, or lowest Class, that "their pronunciation was very fair, "spelling generally correct, Arithmetical operations neat, and their "writing as good as may be expected on slates." (Is it not a mistake to use slates at all for such a purpose?) Of the 7th Class, "the read-"ing was pretty good, the Arithmetic of the 1st Division was remark-"ably well done, and their spelling, without many faults." Mr. Fallon reported, that, in explaining the passages they read, "they could in "most cases render one word by another, but that generally they "knew as little of the word used in explanation, as of that for which "it was substituted." In a hurried examination of the English department in April, I was struck by the defect which Mr. Fallon had mentioned. The 7th Class was in this respect inferior to the eighth, with which I was very much pleased.

121.—The 6th Class, of thirty-four students, failed, similarly with the 7th, in the explanation of words, but on the whole the progress effected was creditable to the teacher. "Most of the writing was good, "and free from blots, and false spelling. The reading, spelling, and

"arithmetic, were good. The 1st section had begun Geography, and "the greater number of the students in it were able to give the defi- "nitions with accuracy, and to point out, readily, places upon the Map "of Asia."

122.—In Arithmetic, the proficiency of the students (twenty-five in number) of the 5th Class was very unequal; "their writing was gene- "rally well, and carefully done; their Spelling and Geography good; "Grammar deficient." Translation from Oordoo into English, attempted first in this Class, was very fairly done by three students: the majority, however, did little more than translate the words literally.

123.—Dr. Grant, who examined the 4th Class (eighteen boys), reported favorably on their knowledge of English. "Their writing was not "good, and their powers of conversation in English limited. They did "well in Geography and Arithmetic; in Geometry they failed, having "neglected to commit the definitions, *verbatim*, to memory."

124.—The same examiners remarked that "the reading and explana- "tion of the 3rd Class (fourteen students) were generally good; that in "Geography they failed to give even the definitions correctly. Many "who could tell the relative positions of countries, &c., knew nothing "about their locality on the Globe, and only one had a clear understand- "ing of latitude and longitude. Their 'History' had been well prepared; "events and facts were clearly narrated, and dates promptly given. In "Geometry the majority did well; in Algebra and Arithmetic indiffer- "ently. The translations were very poor; particularly those from the "Vernacular into English." Six pupils of this Class received marks for drawing.

125.—The 10th (Junior) Class of the Delhi College was described as young, and as promising to furnish excellent materials for the future. The examiner, Mr. Roberts, attributed their incorrect pronunciation, and indifferent reading, to the division of the Class into two sections, which arrangement rendered it impossible for the teacher to bestow undivided attention on either.

126.—The 9th Class, of twenty-six boys, was examined by Mr. Tayler, who expressed himself satisfied with their progress, pronunciation, and hand-writing. The Principal pronounced favorably on their Oordoo, and cyphering, observing at the same time on the inequality exhibited by the different members of the Class.

127.—The *8th Class*, of twenty-nine boys, was examined by Mr. Tayler in Prose Reader No. II., Mufeed-i-Subiyan, Arithmetic, and Copy-writing. The readiness with which they gave the meaning of the words in English was very creditable. The teacher appeared to have taken great pains. The progress of his pupils during the last half of the year had been remarkable. The Principal applies the same observation to this, as to the preceding Class, with reference to their progress in Oordoo.

128.—Mr. Tayler reports as follows on the 7th Class, of twenty-four students:—"Examined by me in Reading, Translation, Grammar, and "Spelling. Each boy was called up separately, and made to read three "or four passages in different parts of the Reader (No. 3), which he "translated into Oordoo. A majority of the pupils read well, and can "translate fluently. They commenced the study of Grammar in July, "but can now parse fluently." The Principal, in taking up the Class in Oordoo, observed, that "although particular attention is paid to their "ability to spell correctly, the boys, the younger ones especially, have "very little acquaintance with the grammatical construction of the "language they speak every day." (I may add that I have frequently met with students, who have gone through a tolerably extensive course of Persian reading, but who yet have no idea of Persian, or Oordoo Grammar.) "As far as my experience in this College enables me to "form an opinion, I think it may be safely concluded that the best "Persian forms on the whole the best Dehli Oordoo scholar. I think "the Persian scholar in this respect bears the palm from the Arabic."

129.—The 6th Class passed a creditable examination in Geography (the first six chapters of Clift's "First Geography"). They failed in parsing, owing, in the examiner's opinion, to their having been

practised in this exercise, in the 1st Poetical Reader, in place of some easier prose work. The boys succeeded better in their Oordoo, and in the Poetical Reader. In Arithmetic they proved very deficient. The Principal remarked of this Class, that it was composed of worse materials, than any in the College. (But it is generally the case that the middle classes, in every school, are filled by boys of mediocre abilities, who by dint of length of attendance have advanced so far, and can advance no further.)

130.—The *5th Class* was examined in the "Brief Survey of History" (Marshman's), the 5th and 6th chapters of Clift's Geography, Lennie's Grammar, &c. &c. They were able to parse tolerably, but had not been sufficiently exercised. In History, they exhibited an excellent acquaintance with the subject, but were unable to answer well in English. In Geography they acquitted themselves creditably, as also in Oordoo. Their knowledge of English, from Captain Douglas's remarks, would appear to be respectable, though the text-book was somewhat difficult for the Class.

131.—The 7th and 6th Classes of the Junior English Department of the Benares College were examined by Mr. James Gordon, and Mr. W. C. Gordon, who report favorably on their flourishing condition, as evincing the care and industry bestowed on them by the masters in charge, Babus Ram Chandra Sen and Shiva Shunkur Singh. Mr. Gubbins remarked of the *5th Class*, that he was very much pleased with their proficiency. They generally translated and parsed well. Their teacher, Mathura Pershad, appeared to conduct the class admirably.

132.—Mr. J. Gordon examined the *4th Class*. In reading and explanation all the boys acquitted themselves creditably, with three exceptions. In Geography they were pretty well grounded, as far as they had gone. In Arithmetic they showed great promise, and were in general very expert. Mr. Gordon notes that two students, who have been three and seven years respectively in the College, are not calculated "ever to reflect credit on the institution." These evidently are lads who have a tendency to gravitate towards the bottom. Dr. Ballantyne,

in reference to Mr. Gordon's observations, adds:—"It may be a "question for Government to decide, whether a boy, who is hopelessly "stupid should be allowed to remain in the College, even though he "pay the fees. It might be harsh to expel dull boys but such as do "certainly waste needlessly the time of the teacher." I believe that if a course of study were prescribed for the junior department, and the portion allotted to each Class were just what an industrious boy, of ordinary abilities, could master in half a year (term), Government might, without undue severity, lay down the rule, that if a boy, after three terms' attendance in a class, did not fit himself for promotion, he should be dismissed, with the option of appearing for examination on the subject read in the next (higher) class within a year after his dismissal.

133.—The progress made by the 3rd Class students in "Reading, Explanation, Grammar, and Geography," elicits Mr. Gordon's approbation, who makes very favorable mention of the careful, painstaking, and steady conduct of Babu Shiva Shunkur Singh, the master in charge.

134.—Mr. Gubbins's report of the *2nd Class* is equally satisfactory. "In Reading, Explanation, and Grammar, they were first-rate; in Geo- "graphy, very perfect as far as they had gone, but they have not yet "been taught details. Their sums, in Multiplication and Division, were "excellently done; they have not yet reached the Rule of Three. "Their teacher, Mathura Prasad Misra, gave me great satisfaction."

135.—The result of the examination of the 1st Junior Class was most creditable to the master, Mr. Tresham. I give the examiner Mr. J. Gordon's report *verbatim*:—"With the 1st Class I am very much pleased. "In reading the boys are so equal, with the exception of one or two, that "it is difficult to point out in whom the superiority lies. They read "plainly and distinctly, and pronounce well. In explanation they also "acquitted themselves remarkably well. In Grammar the first six boys "were very superior, the seventh and eighth a little inferior, and the "remainder a shade inferior. Sarada Das Pundit, the last boy in the "Class, who has been in the College since January 1845, is very inferior,

"In Geography, the superiority lies with the first portion of the class, "but almost all are good, and greatly improved, since the last examina- "tion. In Arithmetic they are generally very good, and much improv- "ed since last year. I would still, however, recommend their attention "being occasionally directed to the four first rules. In giving this report, "I must not omit to remark, that this general improvement has taken "place under the guidance and teaching of Mr. Tresham, whose steady "and indefatigable attention to the duties of the College, reflect upon "him the very highest credit."

136.—The marked improvement noticed by the examiners, in the English Junior Department, is attributed by the Principal to the appointment of Mr. Griffith as Head Master, and the steady and efficient assistance rendered by Mr. Tresham, who has, in addition to his other duties, prepared the apparatus requested for the lectures in various branches of Physical Science, delivered at the suggestion of Mr. H. C. Tucker, President of the Local Committee, to numerous audiences in the College Hall. The lectures were in most instances prepared in Oordoo, Hindee, and Sanskrit, from English drafts expounded to the several translators. One or two of the lectures have been printed, and the Principal looks forward to having eventually a tolerably ample and connected series of these, which may be annually recited, with the requisite illustrations.

137.—In the beginning of last November, I submitted to His Honor a memorandum on the state of the English Department of the Bareilly College, after a careful and thorough examination of all the classes, and, in fact, of almost every student. In consequence of my inspection, the Local Committee considered the usual examination unnecessary. The Annual Report contains no account of the English Department, while the memorandum is not accessible.

138.—At the time of my visit, the *9th* (lowest) *Class* contained fifty-one boys, some of whom had been ten, and some two months at school. There was of course a great inequality in their attainments. They were mostly bright and intelligent children. The Class was far too large to

be managed by one teacher, and he possessed of the talents and acquirements, which Rs. 15 a month could command. In this, and the other Junior Classes, an Oordoo-English Primer, and Reading Manual, are very much needed.

139.—The *8th Class*, of twenty boys, was an improvement in the preceding. They were able to read and spell with tolerable fluency and accuracy. In Geography, they know however but little more than the *9th Class*, in which the Map of India is orally explained. Their knowledge of Arithmetic was respectable.

140.—The *7th Class*, of twenty-four, had evidently been carefully taught. The pronunciation of the younger boys was good, and the majority read Oordoo tolerably. This Class also had not progressed in Geography much beyond the preceding one; but native masters are not sufficiently conversant with the science generally, to teach without a book, and under no supervision. Half an hour of intelligent explanation from the Head Master, or Principal, would effect more than a week spent over a meagre manual. The boys had commenced copy-writing, and gave promise to future good penmanship, especially in the Persian character.

141.—The *6th* was an intelligent Class, under an intelligent teacher. The English text-book in History (Marshman's Bengal) is hardly a judicious selection for Rohilkhund schoolboys. They had a fair knowledge of the Hindoo Era of Indian History, which they had gathered from the Oordoo "Tareekh-i-Hind." The pronunciation of the younger students again was remarkably good.

142.—The *5th* and *4th Classes* are no exceptions to what I consider to be the general rule; viz. that just half way up in the school, you will find the most unpromising lads. The former was filled by much older, but less intelligent boys than the preceding Class. They had read Indian History (in Oordoo) up to the end of the Sayyud Dynasty, and remembered the facts with tolerable accuracy. They succeeded in solving Rule of Three questions, but *notation* was their

weak point. They had not yet commenced Grammar, English or Oordoo, or idiomatic translation from English into Oordoo. If English is to be treated as a *Classical* language, the rudiments of English Grammar should be taught through Oordoo-English, or Hindee-English manuals, at an early stage of the student's career. Again, why should not idiomatic translation be attempted from the first? The object of a literal, unmeaning translation, is to store the pupil's memory with words. But he may be taught the literal meaning of each word, and the idiomatic rendering of each sentence. It is true that the Junior English teachers are not always competent to do this; but there is nothing to prevent our placing carefully prepared text-books into their hands; such, for instance, as Moonshee Sudasukh Lal, of Agra, has compiled at my suggestion.

143.—The *4th Class*, composed, with but few exceptions, of dull, heavy-looking boys, was reading Chambers's History of England, (by no means a well-written book, or one which could be recommended as a model of English composition,) through which they had waded as far as the reign of James I., without gathering a clear and connected idea of English history. They were reading no English Grammar. In Oordoo Grammar they were very unequal.

144.—The *3rd* I found to be a much more promising Class, though the lower boys were indifferent. They had a fair knowledge of the History of India generally, and also of Arithmetic. Their acquaintance with English was respectable, though the neglect of the systematic study of English Grammar could not but result in the exhibition of a less accurate, and critical knowledge, than students at the head of the junior department should possess.

145.—On the whole, however, the Junior English Department of the Bareilly College was in a healthy, satisfactory condition. The study of Oordoo had not been neglected, and at the same time much useful general information had been communicated through that language. The boys had acquired, or were acquiring, such an accurate knowledge of the outlines of Indian History, as would prove of much service in their

more advanced and detailed studies. The Principal lamented the scarcity, or rather the impossibility of procuring good school books. The evil can only be successfully remedied, when a carefully arranged course is uniformly introduced throughout the Colleges and Schools, and a constant supply of the best school books procured from England.

146.—The English Classes in the Ajmere and Saugor Schools, with the exception of the 1st, at Ajmere, may be treated as being on the same footing, in point of character, and extent of reading, with the Junior Departments in the Colleges.

147.—The *6th*, (or lowest) *Class*, at Ajmere, composed of beginners, labours under the disadvantages which a constant influx of new admissions must create. With the view of remedying this inconvenience, it has been suggested that new-comers should be admitted only at the commencement of each term. The boys would then be kept together. The teacher, in place of having his attention distracted by half-a-dozen 'sections,' would teach the same lesson to the whole Class, and be able to do it thoroughly. The range of study should be of that extent, which will require six months' application on the part of a boy of ordinary abilities and industry. With reference to this suggestion, His Honor ruled, that admissions should ordinarily be limited to one date in each quarter of the year. Some of the boys are learning the alphabets, others the Calcutta School Book Society's Spelling-book, and the rest, Prose Reader No. I. The teacher being a good Oordoo scholar, instructs, in Oordoo, those of his pupils who do not attend the Persian-Oordoo classes.

148.—The reading and spelling of the *5th Class* was pronounced creditable, but their translation not so good, most of the boys being of the Bunya caste, and not well acquainted with Oordoo. Seven students acquitted themselves well in Geography, having an accurate knowledge of the contents of the book, being also able to point out the places, therein described, on the map; and to express, in Oordoo, what they had learnt in English.

149.—Dr. Buch spoke in very high terms of the teacher of the 4th Class, Baboo Shama Churn Mookerjee. He has exercised his Class

especially in conversational sentences. The result of the examination showed, that the boys had not only learnt their Grammar by heart, but also knew how to apply it. In Arithmetic, their attainments were creditable, as also in Geography.

150.—The students of the *3rd Class* are reported to have acquired a competent knowledge of English, though this statement is hardly consistent with the fact, that only one boy answered in English the *vivâ voce* questions proposed on Ancient History. The Superintendent selected from the fourth Prose Reader, several passages which the boys had never seen. These were well read, and the meanings of most words correctly given. The translation of pieces which had been read during the term was both correct and idiomatic. This class was examined orally in the first 36 pages of Marshman's Brief Survey of History. The Report merely states that one boy answered pretty readily in English, the rest in Oordoo. The impolicy of attempting to teach History in English to boys, who have but an imperfect acquaintance with the medium of communication, is here aptly illustrated. Had the study been carried on in Oordoo, the Class would have acquired, in the course of the year, a fair knowledge of the prominent facts of Ancient History, in place of struggling through about one-eighth of the "Brief Survey." In Geography they had made creditable progress. Their writing was good. In Arithmetic they were examined up to Fractions, and in Geometry, as far as the 20th Proposition, 1st Book of Euclid. The result of the examination on both subjects was altogether satisfactory, and in Grammar the teacher, Moonshee Sookhdeo Buksh, had evidently been "anxious to impart to his scholars a sound and practical knowledge of the different parts of speech."

151.—The *2nd Class* was reported to have failed in Oordoo, and also in English translation. At His Honor's direction, the papers were submitted for inspection, and it appeared that they were not altogether so indifferent, as the Report would lead the reader to imagine. The oral examination of the students, in the Poetical Reader No. III., was unsuccessful, while their knowledge of the facts of Ancient History,

detailed in the first 200 pages of Marshman's "Brief Survey," tolerably accurate. They exhibited a good acquaintance with the maps of Asia and America. In Arithmetic they had read Fractions, and in Algebra the four Elementary Rules; in Geometry, the 2nd, 3rd, and 4th Books of Euclid. In Arithmetic, five acquitted themselves well, two less satisfactorily, while the remaining four knew nothing of the subject. Two boys passed satisfactorily in Geometry.

152.—The admirable minute on the Hindee Department of the Saugor School, recorded by Captain Adams, is so pregnant with valuable suggestions, that it can hardly be condensed.

153.—Captain Adams observed the inequality of students in the same Class, in Science and Literature. For instance, boys who are borne on the roll of the *Second Class*, have advanced in Arithmetic, Algebra and Geometry, as far as the *1st Class* students, while others again are within the limits which define the *3rd*. It is, in truth, impossible that the boys should, in all instances, display an equal taste and aptitude for Science and for Literature. (*Science* I would here rather define as mathematics, and *Literature* the study of language, grammar, and composition.) His Honor "approved the suggestion for securing a sepa-"rate classification of students for Literature and Science, it being "understood that both these branches of study are taught to all the "scholars, according to their several degrees of proficiency."

154.—The *5th* (lowest) *Class* gave the meaning of words with tolerable correctness, and without much hesitation. The *4th Class* had been suffering from a frequent change of teachers, but on the whole their proficiency in Arithmetic, Translation and Dictation, gave fair promise for the future.

155.—The *3rd Class* came under the unfavourable notice of His Honor, in his late visit to the school. Though usually able to give the sense of a whole sentence, they broke down, when asked to explain it in detail, thus making it appear, that they had been taught the meaning by rote. The examiner attributes this defect to the teacher's

partiality for Mathematics, which led him probably to devote more attention to that branch of study, in which his class acquitted itself creditably, to the neglect of others.

156.—The *2nd Class* required to be remodelled, the acquirements of the boys composing it being very unequal. Captain Adams confines his remarks to the three best students, whose attainments in reading, and explanation both of prose and verse, he pronounces very creditable; they read fluently, and rendered the meanings of words, and spelt, correctly. The portions of Prose selected for reading were well, and correctly parsed, and questions in Grammar readily answered. The result of the examination in Indian History was not so satisfactory. Captain Adams adds: "I observed, with regard to the History of Eng-"land, (Pinnock's Catechism, 26 pages,) that when the questions were "proposed in the words of the book, they were answered with great "readiness, but if at all altered, there was difficulty and hesitation."

157.—The *1st Class*, of only three boys, exhibited creditable proficiency in Reading and Explanation, English and Indian History, Translation from English into the Vernacular, Parsing and Dictation, Arithmetic, Algebra up to Simple Equations, and the three first Books of Euclid. Their sing-song manner of reading, and habit of slurring over words, were objected to. With reference to their slowness, in solving questions in Arithmetic, Captain Adams suggested frequent exercise in Mental Arithmetic. The inability of the boys to complete elliptical sentences, while they rendered into Oordoo entire passages of English poetry, suggested the idea, that the latter were learnt by rote, and the performance was satisfactory as a proof of memory, rather than of an intelligent appreciation of the author's meaning. The Class failed in Astronomy, and in Geography—(a matter perhaps of less regret than the failure at first sight may occasion, inasmuch as the "questions related to Polynesia and Australia.") The boys, however, answered readily *vivâ voce* questions on the maps of Europe and of India, especially in the latter. In regard to their English composition, as shewn in original Essays, the examiner remarked, that while the definitions and rules of Grammar have been learned by rote, "much instruction will be

"required, before they can make any practically useful application of "what they know."

158.—With the view of improving the students' colloquial knowledge of English, and after remarking on the difficulty which he experienced in drawing the boys into conversation, Captain Adams suggested that "the English language be used on all occasions, as the vehicle of ques- "tion and answer in all the current business of the class." The introduction of this rule was sanctioned by His Honor, "it being under- "stood, of course, that the rule would not interfere with the habitual "testing of the sense of an English author, by requiring also a full "explanation of the meaning in the Vernacular," (paragraph 12, G. O. 1009 A. of 1855, dated 12th June.)

159.—Captain Adams's comments, on the faulty system under which a knowledge of Grammar is acquired, are most just. The common every-day framework of ordinary sentences is passed by without an attempt at analysis, while the memory is over-burdened by isolated rules and meagre definitions. Probably no branch of instruction of such importance (not even excepting Geography) has been treated with such neglect. The rudiments of Grammar should be taught at an early stage of the scholar's progress, while Latham and Crombie might afford assistance to the senior scholars.

160.—On the preceding suggestions His Honor observed (paragraph 5, G. O. No. 1009, dated 12th June 1855):—"You are aware of the "repeated and earnest communications, which have been made to all "the Anglo-Vernacular Colleges and Schools in these provinces, of the "great importance attached by the Lieutenant-Governor to the acquisi- "tion of an exact and idiomatic knowledge of the English language. The "loose and insufficient manner in which a knowledge of that language "is conveyed, is the marked defect in these institutions. On this point, "His Honor approves the suggestion offered by you in a demi-official "form, in connection with the supply of improved school-books, to the "effect that in all the junior classes, it should be inculcated on the "masters, that although study of the English language, Grammar and

"Composition, is to be the primary object of their exertions, conducted "by means of constant exercises in composition and conversation, "and of instruction in a limited, and duly graduated series of class-books, "with the same close and critical care, that is given to the teaching of the "classical languages in schools in England. In the Junior Classes, infor- "mation on general subjects may best be communicated, through the "vernacular languages; and you are now engaged, under the instructions "conveyed to you in G. O. dated 9th February 1854, in preparing a "course of elementary works on History, Geography, &c., which may "most advantageously be employed for that purpose."

160.—There can be no question, that until the deficiencies noted by His Honor are removed, the efficiency of the Government Colleges and Schools will remain much impaired. The Junior Department must be re-modelled, before the Senior classes can turn out finished scholars. The study of English should be restricted in most, if not in all the Junior classes, to the critical examination and acquisition of the grammar, construction, and idiom of that language. It may be argued that, by reading History in Oordoo, where now it is read in English, you diminish the schoolboy's opportunities of familiarizing himself with English; but, under the present system, the boy learns neither English, nor History. We must regard the object of the education, afforded in our Schools and Colleges, as two-fold (leaving alone the final aim of all education, and confining the question within its narrowest limitations);—*firstly*, to impart that close and critical knowledge of English and the Vernacular, which shall enable the student to obtain access to the treasures of Literature and Science, therein to be found, and to communicate the same to others; and *secondly*, to store the scholar's mind with such useful information, as may be of assistance to him in his future studies, and the possession of which alone, however learned he may be in many languages, can preserve him from the reproach of ignorance.

161.—In other words, we should have, (as has been before observed), a separate department for Literature and Science, including, under the latter head, the Sciences of Mathematics, History, Geography, and Political Economy. We should adopt that medium of communicating

knowledge, through which the largest amount of knowledge may be most speedily and accurately acquired. Science is intrinsically the same, whether clothed in Arabic, Sanscrit, English, or Oordoo. But why dress her up in disguise? Are the difficulties of Arithmetic decreased, by the rules of Addition and Subtraction being explained in a strange and unfamiliar tongue? The native scholar would learn, and thoroughly too, ten chapters of History and Geography in Oordoo, or in Hindee, in the time he would take to make himself intelligently acquainted with the facts recorded in one chapter of an English work. I am referring of course to beginners. In the Senior Department the use of English might be made more general. I have sketched out a programme of study, which I propose to submit to Government, and afterwards to our Principals, in which a definite course is laid down for each term and class, and only so much allotted to each, as the scholar shall be able to read through in the time prescribed. The Junior Department should contain 10 Classes, in passing through which, the student should acquire a fair amount of information through Oordoo, or Hindee, and in the higher class, through English, regarding Universal, English, Greek, Roman, and Indian History, and Geography. He should be well grounded in Oordoo, or Hindee, and English Grammar and Composition. In Science, he should have mastered Arithmetic, Algebra up to Quadratic Equations, and the first four or six books of Euclid,—these studies being pursued in the Vernacular. He should enter the Senior Department, able to read and analyze any English work of ordinary difficulty, and to compose in grammatical language. Our Professors are too often engaged in the unsuitable drudgery of teaching that which should have been learnt in the school. They have schoolboys, and not students, to deal with.

162.—I shall now proceed to lay before His Honor a brief review of the condition of the Senior Department in all the Colleges; under this head I shall include all Scholarship-holding classes. Though, strictly speaking, the first class of the Junior Department should be excluded from this review, the nature and range of their studies render it advisable to adopt this arrangement.

163.—A detailed statement of the studies pursued in each class, is shown in the Appendix to the Report.

164.—At Agra, the 2nd Class (sixteen students) was examined by Dr. Grant, in Pope's Essay on Criticism, who reported that their pronunciation and manner of reading was generally good, and explanation satisfactory. In Algebra and Arithmetic they failed, but succeeded in Geometry, some students as far as the Sixth Book. In Geography they had made no progress. They were hardly up to the study of Crombie's English Grammar, which they had read during the year. Their knowledge of English History was accurate, while they were unable to write their answers in good English.

165.—The 3rd Class of the Dehli College was examined by the Principal, who remarks, with reference to their failure in Algebra, "that the "inhabitants of the North Western Provinces are generally slower in "comprehending analytical operations, than those of Bengal." In their other subjects they did very fairly, the result of the examination being very creditable to Mr. Roberts, who instructed the 3rd Class all the year, read with it Goldsmith's Essays and Traveller, Campbell's Pleasures of Hope, and Marshman's History of India. Mr. Roberts taught the 4th Class in Prose Reader No. 5, and Poetical Reader No. 3; and the 2nd Class for half the year in the Spectator, Dryden's Absalom, Pope's Essay on Criticism, and Keightly's abridged History of India. This Class exhibited some improvement in translation, and in English spelling and writing. Mr. Tayler was of opinion that the Fasanah-i-Ajaib (not the best of text-books) was too difficult for the boys generally, a few of whom, however, who had previously learnt Persian, read remarkably well.

166.—Professor Griffith observed, in his Report to the Principal of the Benares College, that "the 3rd Class of the Junior Department "promised exceedingly well, and that he was very much pleased with "the progress most of the boys had made." I examined this Class in May. It was then the 2nd, and, on the whole, the best 2nd Class I have ever seen. The boys, who were chiefly Bengalees, read very well, but were, as might have been expected, deficient in Oordoo. The present 3rd Class was considerably inferior to the 1st Class of the Junior Department.

167.—I find no detailed account of the 2nd Class of the Bareilly College, but the impression left by my examination of the Class in November last, was that the boys were generally intelligent. I looked over the written answers of this Class. Their translations from Oordoo into English are indifferent. Ajoodhya Prashad's and Lukhput Rae's are the best. The answers in Goldsmith's Traveller are meagre and unidiomatic. Ruttun Lall goes out of his way to unspell Cæsar as Sceaser. Lukhput Rae, Kailas Chundra, and Buldeo Prashad's papers are fair. In History the boys have acquitted themselves far more creditably. Ajoodhya Prashad's answers are excellent. Buldeo Prashad and Kailas Chundra stand 2nd and 3rd. In the Grammar paper, Kailas Chundra, Lukhput Rae, and Buldeo Prashad's answers, are very good. Har Suhai is wanting in accuracy, when he affirms that "the article *a* is *molified* as *an*, when it is used before a *wovel*." Ruttun Lall's answer to question, "How should "shall" and "will" be used?" is not distinguished by greater perspicuity,—"when it indicates to the future time, but not at any fixed time without any certainty." But, on the whole, the examination in Grammar and in Geography was satisfactory. From a careful examination of the papers, it appears that the 2nd Class at Bareilly have acquired a goodly stock of useful information, and the power of understanding an English work of ordinary difficulty, while at the same time their English composition is exceedingly faulty.

168.—The 1st Class of the Ajmere School passed a very creditable examination. In History, (the first fourteen chapters of Taylor's History of India,) the answers of Radha Bullubh and Ajoodhya Prashad are noted as deserving of great praise. These two lads gave in the best translations from Oordoo into English, and the latter the best rendering into Oordoo of an English passage. In Arithmetic (the whole), Algebra (up to Quadratic Equations), and Geometry (Euclid, Books VI., XI., XII.), 300 being full marks, Radha Bullubh gained 203, Ajoodhya Prashad 191, Jeetmull 173, and Sohun Lall 133 marks. The Superintendent regarded this result with much satisfaction,—"some of the questions being very difficult." The acquirements of the students in English may be best gathered from the remarks recorded by Mr. Carmichael, Assistant Secretary to the Government, who examined the

answers to the paper given on Campbell's "Pleasures of Hope." "I have "perused these papers with very great pleasure. They prove that great "pains have been taken with the English Department of the Institution, "and evince, moreover, that a good and wholesome spirit of emulation "exists amongst the students. In fact so very equal, at first glance, are "many of the papers, that I have been obliged to go over them several "times, before I could, with satisfaction to myself, assign to each student "his proper place in the examination. Ajoodhya Prashad's papers are, "however, decidedly the best, and reflect very great credit, both upon "himself and the Institution. His papers throughout are written very "neatly, and he expresses himself in a plain, simple, and idiomatic man- "ner. In his answer to the tenth question, he has given a good, clear, "and succinct digest of the contents of the poem in very good language. "I merely instance this one answer, but the others are equally good, and "I consider the lad to be entitled to very great commendation. I would "class Radha Kishun, (Radha Bullubh,) 2nd, as, although his answers, "are not so full as Sohun Lall's, they are more to the point, and better "expressed, and he does not make a single mistake in spelling, whereas "Sohun Lall has spelt wrong in two or three instances. Radha Kishun's "hand-writing, too, is very good."

"Sohun Lall may be ranked 3rd; though unhappily not always express- ing himself in a very connected manner, it is clear that he has been attentive to his studies; and his mistakes in spelling, to which I have alluded, would appear to proceed as much from nervousness as from any other cause, for he has spelt correctly at first, and then drawn his pen through the word, and written it incorrectly. Thus he calls Newton at first an "eminent" philosopher; then strikes his pen through the word, and substitutes "*imminent*."

"Amoluk Chund may be ranked 4th, Byj Nath 5th, Bunsee Dhur 6th, Sat Mull 7th, and Choya Lall last. These two lads, however, I ascer- tain from a memorandum of the Principal's, have been sick, and this there- fore accounts for their not having attempted all the questions set. What they have done, however, they have done well; and they will, I anticipate, next year outstrip some of those now before them. With the exception of Sohun Lall, who has written carelessly, all the other students have

given excellent specimens of caligraphy, as well as orthography; the mistake in spelling indeed are very few; the first two students have only *one* between them, and the others have succeeded equally well, in generally avoiding such errors: one or two mistakes there are, here and there, but they are not of a grave description. Great pains have clearly been taken in grounding the lads well; and they all seem thoroughly to comprehend what they have read. The hand-writing, too, is excessively neat and legible."

169.—The Senior English Class at Agra was examined in Literature Proper, by Dr. Grant; the *third* division (seven students) in Goldsmith's Traveller, the *second* (five) in Macbeth, the *first* (two) in Othello. The *third* section "read very well, and had a good understanding of the "subject, but some of them forgot their Geography in regard to the "Scheldt; the boys, Sheodyal and Radhakishun, are entitled to very "high praise, for the very satisfactory way in which they got through "the whole task. The passage selected from Macbeth was a difficult "one, but the *second* division executed it well, and the meaning "throughout was very well understood." Dr. Grant speaks highly of both Cline's and Balmokund's acquaintance with English, and their amount of collateral information, which they exhibited in their examination in "Othello."

170.—Mr. Carmichael's report on the result of the examination in Shakespear, ("Macbeth" and "Othello,") and Macaulay's History of England, is less favourable. He remarks on their slovenly writing, and incorrect orthography, with some severity. While able to paraphrase passages from *Macbeth* and *Othello*, they failed in giving a clear explanation of words and phrases. The papers of a student, named Cline, are favourably reviewed. Mr. Carmichael notices the practice, (in which students are too apt to indulge,) of giving long disquisitions, where only concise answers are required. Balmokund and Wooma Churn Ghose are mentioned with approbation. The answers of the former in Othello, and of the latter in Macbeth, were in every way creditable.

Mr. Carmichael's concluding remarks are deserving of attention.

"In conclusion I would recommend, and I beg that my remarks may be taken in good part, and as coming from one who is only anxious for the

welfare of the Institution, that more attention be paid to grounding the lads well in works of a less difficult nature, before permission be accorded them to read Shakespear and Macaulay. It is not likely that they should understand the hyperbolical meaning of the one, or the high-flown sentences of the other, before they are able to express themselves correctly in plain, simple, and idiomatic English. Too much attention also cannot be given to spelling; the deficiencies of the students, in this branch of their studies, are very glaring, and the majority of the papers are written in a very slovenly and unscholar-like manner; some that I have received from the Ajmere School, for their neatness of execution, causing them to appear in a still more unfavourable light. The papers of those lads, however, whom I have noticed by name, must not be excluded in this category; they are very neat, Cline's particularly so; his penmanship is all that could be wished; nor does he ever make any mistake in orthography."

171.—Mr. Carmichael's remarks, on the necessity of a more careful grounding in the lower classes, is generally applicable. The fault lies in a great measure with the system, which exacts too much in the collegiate department, while the Junior students are placed under the charge of ill-paid and incompetent masters, and go through a disconnected range,—I can hardly call it, a course of study,—which leaves too much to be attempted in the Senior Classes.

172.—The 1st Division was examined by Mr. J. W. Sherer, C. S., in the first four Books of the "Paradise Lost," and "The Advancement of Learning." Cline's papers in the former were very satisfactory, and showed considerable appreciation of poetry. His answers in Bacon exhibited a good deal of confusion. Balmokund hardly appeared to have done his best. Mr. Sherer adds an excellent suggestion, with reference to the difficulty which the students must experience, in keeping the arrangement of the subject of Bacon's Treatise distinctly in view. He recommends that the very full and able analysis of the "Advancement" in Basil Montagu's Collection of Bacon's Works, be printed separately for the assistance of the scholar. Of the papers on the Essay on Criticism and the Spectator, by the *Second* Division, Mr. Sherer considered to be quite up to the average standard. He added: "I am very glad to

"see the spelling so good, but I think there is room for improvement in "the hand-writing."

173.—With reference to the opposite conclusions which Mr. Carmichael and Mr. Sherer arrived at, the Secretary states, "that the Com- "mittee considered it necessary to take up the question themselves, "and they concur in the favorable conclusion arrived at by Mr. Sherer. "There is however room for improvement in hand-writing."

174.—Professor Cann examined the 3rd Division in Elphinstone's India *(a)*; the 1st, in Smith's Wealth of Nations *(b)*; the 1st, 2nd and 3rd, in Smith's Theory of Moral Sentiments *(c)*; the 2nd, in Blackstone's Commentaries, vol. i. *(d)*. He reports, *(a)* "I remark generally "that the nature of the question has not been sufficiently attended to, "but that some name or event, mentioned therein, has been caught up, "and all that could be remembered with reference to it, given as an "answer *(b)*. The answers of Cline are very full, though not always "to the point. Balmokund's are not so close to the text, but are "very well expressed, and show that the subject has been carefully "read *(c)*. This book has been read by the whole Class together. "Considering the difficulty of the subject, most of the answers are very "satisfactory, particularly those of the students in the 2nd Division, "some of whom have outrun their competitors of the *1st*; the answers "of Wooma Churn are by far though best *(d)*. Wooma Churn failed "to give the meaning of 'Parliament,' confining it to 'meeting,' for "which his ignorance of French is some excuse. He also somewhat "confused Judicial Records and Acts of Parliament; with these "exceptions, his answers manifest a careful study of the subject. "Those of Kunhya Lall and Boputtee Churn are of nearly equal merit, "and of Narain Das not very inferior. Kanjee Mull's answers to ques- "tions 4th and 6th were not very satisfactory; the rest good."

175.—Lieutenant Walker, Assistant Principal of the Thomason Civil Engineering College, examined the written answers in Mathematics of the three divisions. The absence of the Mathematical Professor, from the middle of September up to the time of examination, had necessa-

rily affected the progress of the Class. The marks, assigned by the examiner, were as high as could have been expected under these circumstances.

176.—The answers on *Experimental Philosophy* were generally creditable, Boputtee Churn's being very good. Balmokund's deficiency in Mathematical acquirements prevented his being first on his list. Kunhya Lall's paper was good, but not sufficiently accurate. "The Vernacular "Class in this subject," adds the examiner, Mr. Middleton, "shows "great improvement, one or two of the youths excelling some of the "more advanced students of the Senior English Class. This is the "case not only with youths of the 2nd English Class, who are used to "other scientific reading, and to whom books on the subjects taught "in the Class are accessible, but also with one pure Arabic youth, who "had not these advantages." The facts thus noted, by the Secretary of the Agra Committee, were observed with interest by the Lieutenant-Governor, (paragraph 5, G. O. 448 A. of 1855, dated 21st March.) Mr. Middleton is a most staunch advocate for the predominance of English study in our Colleges. His fair and impartial evidence is of especial value. Doubtless the native student, who is a tolerable Oordoo scholar, might gain in a shorter time a more accurate and extensive acquaintance with western science, to which he can obtain access through Oordoo, a familiar medium, than the native, imperfectly acquainted with English, could gather through English books and lectures. None of the Central School boys, who had attended the Experimental Philosophy lectures for a short time only, presented themselves for examination.

177.—The constantly recurring unfavorable report of the Anglo-Vernacular translations of the Agra College students, is more to be regretted, when their very creditable acquaintance with English literature is taken into account. The system pursued is perhaps to blame more than the students themselves. A thorough critical study of English and Oordoo, as *classical* languages, does not receive sufficient attention. The following note (by Mr. Muir) conveys an accurate idea of the Oordoo acquirements of the Senior students in the English Department.

"The papers set are a simple extract from one of the Zillah Judge's "Decisions, to be put into Oordoo; and a piece from the Ukhlak-i-"Julalee, to be rendered into English.

"Ten students have attempted both exercises; two more have given "in English translations, and one had an English translation and a "Hindee version.

"I regret to be obliged to report unfavorably of all these papers; with "exception of two or three of them, very unfavorably:—

"*1st.*—Balmokund's translations are the best. In his decision, the "meaning is generally intelligible, but there are several bad errors, "both of translation and of Oordoo idiom. The writing is for the "most part correct, but the manner in which he has written sums of "money and land in Arabic figures, (Hindesa,) instead of by the custom-"ary notation, (Raqum,) shows that this essential point is neglected in "the instruction in official writing.

"The English translation is tolerable, the general purport of the pas-"sage having been apprehended; but the style is poor, and in some "places faulty. I cannot recommend any prize for such a performance.

"*2nd.—Kunhiya Lal.* His Oordoo translation is in great part unin-"telligible; and what is intelligible, is full of mistakes, and bad Oordoo "idiom.

"The Oordoo passage he probably understood, but his knowledge of "English is quite inadequate to the rendering of it intelligibly in that "language.

"These being the best papers, it seems hardly necessary for me to "give any detailed opinion on the others. The writers of them possess "a practical knowledge, neither of English nor of Oordoo, and are "utterly unable, in consequence, to translate from one into the other. "As to the official forms of writing, it is no use teaching them these "until they can write correctly in unofficial language.

"I do not know what period in each day or week have been set "apart during the past session for the practice of Oordoo writing and

"translation; but I am well assured of the Principal's earnest desire "to secure to the students a thorough knowledge of the Vernaculars, "and to afford them opportunities for acquiring it.

"The result of these papers confirms my previous impression, that, "in the earlier stages, a far higher standard of Vernacular excellence "is necessary, because, when the student comes to the higher classes, "his whole time and energies are occupied by the difficulties of English "Science and Literature, and he is almost *sure* to neglect his own "tongue.

"Have the tests of Vernacular acquirements at entrance, and of gra- "dual proficiency on rising to each class, which were about two years ago "recommended by the Government, and adopted by the Committee, "been strictly enforced? If so, the Junior Classes ought to be rising up "free in a great measure from Vernacular deficiency, and we shall in that "case be delivered from the opprobrium of seeking to give our students "a finished scientific education, while we leave them unable to express "themselves intelligibly, either in English or Oordoo."

178.—His Honor, in remarking that it was obvious that in all departments of the College, whether as respects easy and correct writing and composition in English, or proficiency in Anglo-Vernacular translations, or a knowledge of the Mathematical courses which are taught in the institution, observes, that there is a great need for a continuance of the utmost energy, and well-directed system, on part of the Principal, and of the increased body of Professors and Assistants, who have now been appointed to it.

179.—The English Essays, "On the Education, most suitable for Native Judicial Officers, and the moral and mental attributes which they should possess," were carefully examined by Mr. C. C. Jackson, who has thus noted the merits of each student's performance:—

G. W. Cline.—Composition remarkable for elegance and correctness of diction; the Essay exhibits extensive reading of a general nature, and particularly of works relating to the education of the natives, and of their national character, but the writer has not confined himself to

the subject: he also gives rather a prejudiced statement of the vices generally attributed to natives, by Europeans who have had little experience of them, and a repetition of the advantages of education, as explained by various authors, from Aristotle to Charles Lamb.

Balmokund.—Errors of Grammar very few, but composition meagre.

Wooma Churn.—Idiom not very correct, and arrangement occasionally ungrammatical; but evinces a good deal of reading and reflection, and a proper appreciation of the subject, with no dearth of matter, or means of expression.

Kunhya Lall.—Defective in idiom.

Bhoputty Churn Ghosal.—Very poor.

Narain Dass.—Composition defective; but evince some appreciation of the subject.

Kanjee Mull.—Is an original thinker, a reflecting youth, who has not read much; his composition is very fair, and contains few errors of Grammar.

Cheetur Mull.—Composition indifferent.

Gobind Ram's Essay contains useful advice, in language not very correct or idiomatic, for candidates for public employment, who desire to obtain a character for honesty.

Sheodial.—Figurative, with strong religious tendency: means of expression imperfect, and language ungrammatical; subject not well understood.

Zumeer-ood-deen's Essay contains very liberal sentiments for a Moosulman, and with some defects of Grammar and idiom, is not a bad composition.

Radhakishun.—Composition defective in matter and idiom.

I think Mr. Cline deserves the prize, Wooma Churn 2nd, Balmokund 3rd, Zumeer-ood-deen 4th, Kanjee Mull 5th, Sheodial 6th, Gobind Ram 7th.

The subject of the Essay was announced, I believe, some time prior to the date on which it was called for.

180.—The Vernacular Essays, or rather Narratives, the subject being enunciated. "Give a brief outline of the history of the present war "in Europe, stating its origin, also your views as to its probable issues "and consequences," were forwarded to me for report. On the whole, Abdul Hafiz's paper was the best, both in point of composition and matter. It was somewhat meagre in narrative detail, but correct in its facts and thought fully composed. Sheonarain and Gholam Murtuza gave full and correct details regarding the prominent facts and causes of the struggle. Zamin Ali's performance was creditable, but judging from his allegations, I should pronounce his sources of information to be not even trustworthy. Narayan Dass confounds Peter the Great, with Saint Peter. He and Sukhun Lall wander from the subject, and appear to attempt the concealment of poverty of information under a mass of verbiage. Whence Imad-ood-deen has drawn his information is a mystery! He arrives at the conclusion that *Roum* will be victorious, because she is well provided with the munitions of war, while Russia is badly off in that respect. He states that the prophet has foretold the universal dominion of Britain, and the consequent Christinazation of the whole world, and on the strength of this prophecy announces the eventual defeat and subjugation of Russia,—a conclusion which he earnestly desiderates. None of the students mention the Baltic fleet. The Essays, on the whole, show that the students are not altogether unacquainted with passing events. They are without exception loyal, (as they ought to be.) The Oordoo composition may be generally characterized as *careless*.

181.—Notwithstanding that two Library Medals were offered for competition last year, the Hon'ble the Lieutenant-Governor presenting one, in addition to the medal usually granted by Government. Only one candidate (Cline) came forward. He had read Robertson's History of America, Alison's History of Europe, Burke on the French

Republic, Schlegel's Dramatic Literature. The examiner, Mr. Middleton, took up the three first works only, considering "that the last-named "would but little profit one to whom Greek and Roman Literature was "not accessible in the original; the others, if well and profitably read, "being ample for the object." In Robertson, Cline gained 62 marks, and in Alison 77 out of 100. Mr. Middleton judged him, on the whole, to be deserving of the Medal, which was accordingly presented. The Anglo-Vernacular Robertson prize, and the Mansel History and Law Prizes, were adjudged to Debee Dass, G. W. Cline, and E. Hutton, respectively.

182.—The Delhi Report contains little detailed information regarding the condition of the Senior Classes. The Secretary of the Local Committee states, "that at the beginning of the year the *first* and *second* "Classes consisted respectively of 7 and 13 boys; now at the end of the "year, the whole of the 1st Class boys, and four of the 2nd, had either "received permanent, or temporary employment. One of the 2nd "had died; one had left the College, and one had been degraded. "Under these circumstances, it was simply impossible to teach those, "whom we were compelled to arrange nominally as the 1st and 2nd "Classes, the studies that had been selected for these Classes at the begin-"ning of the year." The question papers, which the Committee expected to receive from Government, came too late. The only information regarding the examination, which I can collect from the Report, are contained in Captain Douglas's remarks on the 2nd Class. "I consider "that the selections from *Addison's* papers in the *Spectator* for this—"really our 3rd Class—were rather more difficult than usual; but as the "lads did not reply well, I could not give them higher marks."

183.—I examined the 1st Class during my hasty visit to the College in April last. It was filled by new promotions. The range of study was too extended. The boys read English with tolerable fluency, but with indifferent intonation. (This defect extended throughout the English Department.) They translated a passage of Herschel's Astronomy, but with much hesitation; the piece selected was one of considerable difficulty. With the exception of Hickie, they failed signally in giving a good abstract of Bacon's Essay on Revenge. The 2nd Class (the 3rd I imagine of last year) had evidently been carefully instructed.

They translated passages from one of goldsmith's Essays into Oordoo, though with scarcely sufficient readiness. The course of reading is far too extensive. It is impossible to attempt that grammatical analysis, and careful rendering into Oordoo, which this Class should practise, as long as they have to gallop through their books, which they must do, to complete in time their allotted task. The boys displayed an excellent knowledge of English History up to the reign of Henry VII. In this Class, and in every other in which Poetry is read, I observed that a pause was made at the close of every line, irrespective of all sense and punctuation.

184.—On the 7th June I submitted to His Honor a review of the written answers of the Senior Class. The best papers, and in most instances one only in each subject, were sent up. The following remarks apply consequently to the most creditable, and not the average performances of the students:—

"Hickie's answers in Bacon's Essays, Paradise Lost, and Elphinstone's "History of India, are very good. He far distances all competitors. "His information is accurate; his composition careful and idiomatic; "and his hand-writing excellent. Shree Nath returned full and accu- "rate answers to comprehensive questions on the 'Directions to Reve- "nue Officers.' He had adhered very closely to the text, so I can "speak more confidently to his industry and retentive memory, than "to his skill in English composition. Chundoo Lal's answers in the "History of India were correct and full, and written in good English. "Rajjoo Mul's papers on Bacon and Macbeth were indifferent. His "composition was unidiomatic, and altogether below the 1st Class "standard. Satkowree's Essay, on the 'Comparative advantages of the "English and Vernacular languages, in imparting knowledge to the "natives of India,' was excellent in every respect. His matter and "composition were good. He had evidently *got up* the subject. Piyare "Lal failed in Pope's Essay on Criticism. His spelling even was "faulty. ' Pran Krishen's paper on Dryden's 'Absolom' were somewhat "better, but even his orthography is questionable; *e. g. chearch* (twice) "for "church." Tara Chund's and Piyare Lal's answers in English

"History were extremely accurate. Both had adhered very closely "to the author's text."

185.—His Honor considered the result of the examination to be on the whole satisfactory, taking into consideration the extent to which the Senior Classes had been weakened by the departure of the most advanced students.

186.—In the Benares College, the 1st English Class consisted of two, the 2nd of eighteen students. On the occasion of my visit in May last, I examined the 1st Class, (the 2nd of 1854.) Their knowledge of English was excellent; in pronunciation they are inferior to the Agra, and perhaps the Bareilly students. (The former agreeably surprized me.) They read and explained with exactness, and readiness, one of Bacon's Essays. Professor Griffith states, that since the formation of the Law, Surveying, and Drawing Classes, the hours formerly allotted to English Literature and to History have been very much encroached on. The Senior students are probably somewhat deficient in verbal criticism.

187.—The 1st Class at Bareilly were examined by the Principal of the College, assisted by Members of the Committee. Mr. Horne reports very favorably on the papers on Macbeth, the examination of which afforded him great pleasure,—the whole Class appearing to understand the play thoroughly. Assuming 50 as full marks, the numbers noted against each student are—46 (Hazaree Lal), 43 (Narayan Das,) 42 (Hait Ram), 42 (Sudanund), 39 (Soondur Lal), 38½ (Ghasee Ram), 38½ (Ram Narayan). "The hand-writing of all was excellent, so also the spelling, while their composition was worthy of all praise."

188.—Mr. Sherer's remarks on their papers on "Addison" are encouraging. "This Class appears to contain no student, who is much "superior to the rest, their answers exhibited equal knowledge in all, "both of English and the text book. Perhaps Hait Ram's has a little "advantage over the others, but he has carelessly left his paper unfi- "nished, so that I cannot give him the full mark.

"Taking 20 as a maximum, I should value the papers thus:—

"Ram Narain, -- -- -- -- -- -- --	18
"Hait Ram, -- -- -- -- -- -- --	17
"Narayan Das, -- -- -- -- -- -- --	16
"Soondur Lal, -- -- -- -- -- -- --	16
"Ghasee Ram, -- -- -- -- -- -- --	16
"Hazaree Lal, -- -- -- -- -- -- --	14
"Sudanand, -- -- -- -- -- -- --	14

"The hand-writing is very careful, and good in almost all the papers, "(I particularly remarked that of Soondur Lal:) the spelling, too, "shows great attention. These are important points."

189.—The Political Economy papers were examined by the Principal, who considered "the majority of them very fair, particularly in "style; Hazaree Lal's the best, he generally expressing himself in cor- "rect and idiomatic language, but shewing his usual carelessness in "several instances. Ram Narayan's paper is a very good one for "so young a lad, and Narayan Das and Sudanund have also done pretty well." The papers are indeed creditable to the students, and more particularly to the Principal, through whose careful personal instruction of the 1st Class, so satisfactory a result has been attained, which result, together with the popularity of a Hindee and Oordoo version of Archbishop Whately's "Money Matters" among the scholars of our Tuhseelee Schools, led me to recommend the introduction of the systematic study of Political Economy into the Government Colleges, taking up as a graduated course,—

1st.—"Money Matters."

2nd.—"Lessons on the Phenomena of Industrial Life," (edited by the Dean of Hereford.)

3rd.—Dr. Ballantyne's Selections from Archbishop Whately's and De Quincy's Treatises.

This suggestion was approved by His Honor, who directed me to communicate with the Principals of the Colleges, with a view to ascertain

the most convenient mode of introducing the course proposed into the scheme of studies for next year.

190.—The Mathematical written answers were examined by the Assistant Principal of the Thomason Civil Engineering College, the subjects being Mechanics, Trigonometry, Hydrostatics and Astronomy. Soondur Lal's paper in Trigonometry was pronounced to be highly creditable. The low number of marks attained by the students, generally forms a contrast to their success in other branches of study.

191.—Mr. F. Williams set the questions in the text-book on Revenue Law, (Directions to Revenue Officers,) and examined and valued the answers. Fifty being the maximum number of marks; Ram Narayan obtained 37, Narayan Das and Hazaree Lal 35, Hait Ram 34, Ghasee Ram 33, Sudanund 31, and Soondur Lal 27. Mr. Williams reports:— "Altogether, I think the answers are very creditable, and show that "the boys have been well taught. The style of all is generally good, "and the faults appear to be from hurry and carelessness."

SCHOLARSHIPS.

192.—This important subject was discussed in the course of 1854, by the several Local Committees of Public Instruction.

193.—The Hon'ble the Lieutenant-Governor, after receiving the minutes of the Committees, deferred the final consideration of the subject, in expectation of the orders of the Supreme Government laying down the principles to be followed in carrying out the views communicated by the Hon'ble Court of Directors on the subject of education. His Honor adopted temporarily the scheme of English study, proposed by the majority of Principals for 1855, and directed that no deviation could be allowed, except under the express sanction of Government. The Ajmere Committee were requested to forward, as usual, a scheme of studies, the acquirements of the students of the Ajmere School being below those of scholars attending the Colleges, and the Saugor Committee were requested to adopt the lower, or School standard of the scheme.

197.—The annual value of the Scholarships held in 1854, (237 in number,) amounted to 23,936. Those sanctioned for 1855, number only 163, their annual value being Rs. 16,557-8-0.

	Scholarships.			
	Number.		*Value (Annual).*	
	1854.	1855.	1854.	1855.
Agra, ...	40	22	5,828 0 0	2,520 0 0
Dehli, ...	100	42	8,244 0 0	4,008 0 0
Benares, ...	45	47	5,568 0 0	5,361 8 0
Bareilly, ...	29	26	2,400 0 0	2,400 0 0
Saugor, ...	3	3	240 0 0	192 0 0
Ajmere, ...	20	23	1,656 0 0	2,076 2 0
Total, ...	237	163	23,936 0 0	16,557 10 0

198.—Of this amount, Rs. 6,921-8-0 have been sanctioned for the English, and Rs. 9,636 for the Oriental departments of the Government Institutions. Of the latter sum, Rs. 3,924 is devoted to the encouragement of Sanskrit and Hindee learning, Rs. 2,388 to Arabic, and Rs. 3,324 to Persian and Oordoo.

199.—The paucity of English Scholarships in the Agra College is not owing to the inferior attainments of the English students, but to the greater strictness with which the rule,—that a respectable knowledge of Oordoo is an essential requisite in the Scholarship-holder,—has been carried out in that Institution.

200.—The question of Scholarships has not been definitely settled. It will form the subject of a separate Report.

SALARIES OF JUNIOR MASTERS.

201.—Of the eighty-two students who have obtained salaried employment immediately on leaving, or ere they have left College, within the last year, no less than twenty have, in the very first instance, obtained situations of Rs. 50 (or upwards) per mensem. Of the forty-six Junior masters in the English departments of the Colleges at Agra, Dehli,

Benares, and Bareilly, and the Schools at Ajmere and Saugor, (excluding the three Surveying and Drawing masters,) four receive Rs. 200 a month, four Rs. 150, two Rs. 120, three Rs. 100, and twenty-three under Rs. 100, of whom again six draw Rs. 50, and fifteen salaries ranging between Rs. 40 and 14 per mensem.

202.—It is a matter of wonder, how the Junior Classes make such progress, as they do exhibit under the care of such poor English scholars as these low rates of salary can induce to enter the Educational service.

203.—The lowest salary of an English teacher should be Rs. 80, or 100 a month, and the prospect of speedy promotion should be held out to deserving men. The annual expenditure of the Government Colleges and Schools would be materially increased, but it surely would be a wise economy, in the long run, to enlist the services of an able subordinate Educational staff. This we cannot expect to do, unless Government hold forth as bright prospects, as other departments of the public service present.

204.—At the very period of his career, when the assistance of a thoroughly competent teacher is most urgently required, the young beginner is placed under the care of a master, who has taken up the profession, not from love of the teacher's duties, but simply because he is unable to obtain the more coveted situations, which his more intelligent and more proficient school-fellows snatch up. In the Agra College, I found that the lowest class had been entrusted to an experienced and better-salaried teacher, while the two next were in the hands of young men drawing Rs. 14 and 16 a month.

205.—His Honor has lately directed, that, on the first appointment of a Junior teacher in any of the Educational institutions, he shall first be subjected to an examination, and prove his proficiency in the Vernacular, as well as his competency to teach English. This most judicious rule cannot, however, be strictly carried out. The Colleges cannot supply young men, who, on such small salaries as those now held out, will accept Junior teacherships, for the tenure of which a respectable knowledge of their own language is made a *sine qud non*.

206.—If, however, the subordinate appointments in the Educational service of Government were made more attractive, by being as liberally paid as their importance demands, it is a matter of certainty that young men of ability would readily qualify themselves for the same. The Colleges are attended chiefly by the sons of residents in the city, where the College is located. The natives have seldom that spirit of enterprize, which leads a man to prefer service abroad, to service at or near his own house. For instance, the Agra College student would prefer an appointment of Rs. 80 at Agra, to one of Rs. 120 in the Punjab.

207.—The first step to be taken is, to raise the pay and status of the Junior teachers. The rates of salary may be fixed at Rs. 80, 100, 125, 150, 175, and 200. The industrious and successful teacher may now look forward to that speedy promotion, which the recent extension of the Educational operations of Government holds out. Not only may he hope to rise, as opportunities may present themselves in all the Government Colleges and Schools, but the prospect of gaining a Zillah, or a Division Visitorship, and even a Sub-Inspectorship, will stimulate his energies, and also induce him, in the first instance, to enter the Educational branch of the public service.

208.—The uninviting prospect which the Educational service at present holds, or has hitherto held out, may be best appreciated by the aid of some few instances of slow promotion, which the officers of this department are warranted, by too many precedents, to expect. Baboo Sheva Shunkara Singh, who is pronounced to be a very valuable teacher, draws, after seventeen years' service in the department, Rs. 100 a month; Pundit Kedarnath and Moonshee Kalyan Rae, after fourteen and nine years' service, Rs. 50 and 25; Meer Wuzeer Ali, Ram Krishn, Sheo Prashad, and Noor Muhummud, after fourteen, twenty-four, twenty-two, and fourteen years, receive Rs. 50, 60, 20 and 30 per mensem; Moonshee Luchman Prashad, who is highly spoken of, as "a very good teacher, attentive and systematic, well qualified in English, Persian and Oordoo," draws Rs. 100 a month, after fourteen years' good service.

209.—Let the facts mentioned in the preceding, be compared with those recorded in the 65—67 paragraphs of this Report, and the

necessity of a radical reform, in the matter of Junior teachers' salaries, must be at once allowed.

210.—The question of training young men for teacherships is beset, under the peculiar circumstances amid which we work, with very considerable difficulty. Our Junior masters, in the English Department, should be selected from any of those students, who have passed with distinction through the whole course of Collegiate study. The extent of that course is so great, as to tax their utmost energy, and to engross their whole time. The practice of employing the senior students to teach the lower classes, is one fraught with much injustice, and must inflict great injury on the scholar, whose time is thus occupied in teaching others, while his competitors in the race for academical distinction, are engaged in hard study. With the prospect of attaining honors in the Calcutta University, the ambitious student would grudge, and naturally too, every hour of which he was deprived.

211.—A monthly salary of Rs. 50, viewed *per se*, would doubtless be handsome remuneration; but it would hardly be sufficient to secure the services of the *best man of the year*. The prospect of certain promotion, and increase of pay, should be held out. The latter might be raised even where promotion, resulting from a vacancy, was impossible. Supposing the teacher to commence on Rs. 80 per mensem, the salary should be increased, after two years, to Rs. 100; after five years to Rs. 120; after eight to 150; after twelve to 175; after fifteen to 200; and, after twenty years of approved service, to Rs. 250 per mensem.

212.—The salaries of the purely Oriental teachers are, as a general rule, lower than the pay of masters in the English Department. But they are sufficiently high, to secure the best Arabic, Persian, and Sanskrit scholars. A knowledge of English opens the door to lucrative situations in these days. We must therefore pay more dearly for the possession of the more precious article.

213.—The aggregate monthly salary of ten Arabic teachers amounts to Rs. 667; of six Persian to Rs. 220; of sixteen Oordoo to Rs. 590; of seventeen Sanskrit to Rs. 954; and of seventeen Hindee teachers to Rs. 444.

214.—The following table shows the rates of salary in each Department of the Government Colleges and Schools.

Monthly Salary.	Department.						
	English.	*Arabic.*	*Persian.*	*Oordoo.*	*Sanskrit.*	*Hindee.*	Total.
Rs. 600 + H. R.*	4	0	0	0	0	0	4
„ 500 + H. R.*	1 (1)	0	0	0	0	0	1
500	1 (2)	0	0	0	0	0	1
„ 400 + H. R.*	2	0	0	0	0	0	2
350	2	0	0	0	0	0	2
„ 300 + H. R.*	3	0	0	0	0	0	3
230	1 (3)	0	0	0	0	0	1
200	4 (4)	0	0	0	0	0	4
175	2 (5)	0	0	0	0	0	2
150	4	0	0	0	0	0	4
120	2	0	0	0	0	0	2
100	3	4	0	1	0	0	8
82	0	1	0	0	0	0	1
80	2.	0	0	0	7	0	9
70	1	0	0	0	0	0	1
60	0	1	1	0	3	0	5
50	6	0	1	4	0	2	13
40	3	1	0	2	2	1	9
35	0	1	1	1	0	0	3
32	0	0	0	0	2	0	2
30	5	1	1	1	1	2	11
28	0	0	0	0	0	1	1
26	0	0	0	1	0	1	2
25	1	0	1	1	0	3	6
20	4	1	1	4	2	2	14
16	1	0	0	0	0	1	2
15	0	0	0	0	0	2	2
14	1	0	0	1	0	0	2
8	0	0	0	0	0	1	1
5	0	0	0	0	0	1	1

GENERAL REMARKS.

215.—The formation of Law classes has not yet been systematically attempted. The *Directions to Revenue Officers* are read at Bareilly and Dehli, while the first volume of Blackstone's Commentaries has been selected at Agra. For a brief period, a retired Government *Vakeel*

* H. R. stands for House, or House rent, and is calculated at Rs. 50 per mensem.

(1) 100 as Visitor of Schools in Ajmere. (2) 100 personal allowance. (3) Rs. 30 as Writing Master. (4) one of these is a Surveying and Drawing Master, (5) Surveying and Drawing Master.

gave gratuitous instruction at the Benares College, but the students could not snatch, from the three or four hours, to which attendance at the College is limited during the hot season, sufficient leisure to attend his class. It is true, that the range of their English studies is so extensive, that a complete course of Law can be attempted only by those students, who will consent to give up some other subject.

216.—Drawing and Surveying Classes have been formed at Agra, Dehli and Benares. The theory and practice of Surveying with the Theodolite and the Prismatic Compass, and of levelling also, are thoroughly taught in the field. The drawings and plans of the Dehli students are most creditable to themselves and their teacher, Mr. Goulding.

217.—During the past year (1854), Mr. Middleton, the Principal of the Agra College, has continued his valuable lectures on Experimental Philosophy, assisted by the late Assistant Professor of Mathematics, Mr. Beale, who has delivered a similar course of lectures in Oordoo. The appointment of Dr. Anderson and Mr. Cann, to the Moral Philosophy and Literature Professorships at Agra, has most materially added to the efficiency of the Educational staff. The result of their labours will be noticed in the Report for 1855.

218.—The learned Principal of the Benares College, Dr. Ballantyne, has been maturing the scheme (which may emphatically be called his own), for the enlargement and improvement of the Hindee language, and the foundation of a Hindee literature. Mr. Tresham has lent his scientific acquirements, and his mechanical skill, to the Institution, for the preparation of apparatus and experiments, illustrative of a course of simple scientific lectures. The appointment of so accomplished a scholar as Professor Griffith, to the Head-mastership of the Institution, Dr. Ballantyne remarks, has already been productive of a marked improvement in the English Department. Mr. Griffith's attainments in Sanskrit will enable him to take up the work which Professor Hall had, up to the time of his promotion to the Superintendency of the Ajmere School, carried on with great ability and industry.

219.—The *Bareilly College* has been rapidly gaining on the older institutions, under Mr. Tregear's admirable and successful management. Formed into a College in 1852 only, it is in few points inferior, and in many superior, to the other Colleges. Dr. Buch's success at Ajmere justifies the hope, that the interests of the Bareilly Institution will not suffer from the promotion of the late Principal, while Mr. Hall's general erudition, combined with his knowledge of Sanskrit and Hindee, eminently fit him for the Superintendency of the Ajmere School.

NORMAL SCHOOLS.

220.—The necessity for the establishment of training schools for teachers, is strongly insisted on by the Hon'ble Court, in their despatch of 19th July 1854. In my Report for 1853-54, (paragraphs 48—58,) the subject was discussed. The views therein expressed, regarding the adoption of the pupil-teacher system, which is working successfully in England, coincide with those enunciated by the Court. But the cry for trained School-masters is urgent, and there are many difficulties in the way of bringing boys to a distance from home, and placing them under trustworthy control. Under existing circumstances, and the pressing exigencies of the Educational Department, where so many teachers are at once needed, it has been found advisable to convert the Agra Central School, into which the most advanced scholars of the Tuhseelee Schools had been drafted, into a Normal School, which shall provide the means of instructing teachers in an improved and more practical system of school-discipline and study.

221.—The complete organization of the *Hulkabundee* school system in certain districts, and its partial introduction into others, has materially assisted the working of the scheme. The Normal School was opened at Agra in June last. The expenditure of Rs. 250 per mensem was sanctioned for the salary of the Educational staff, and of the necessary servants; while Rs. 400 a month were devoted to the provision of stipendiary allowances, each teacher receiving Rs. 2 a month and his food. The school affords instruction to a hundred teachers, who have been appointed to *Hulkabundee* schools, but are hardly possessed of sufficient literary acquirements, and are placed for a time (four or

six months) at the Training institution, where they are taken carefully through the books which they are required to teach; in other words, are carefully instructed in Arithmetic, the History of India, Indian and General Geography, the use of Maps and the Globe, and the theory and practice of Plane-table Surveying. In a primary school, which assembles in the same building, the teachers are able to see the progress effected under the system which they are called upon to adopt.

222.—Four months is certainly too short a term, if our object is to train a teacher carefully. But we can hardly afford time to attempt this, to begin with. In the space of four months, however, the teacher may read carefully through the books, which are prescribed for Village Schools. He is thrown into contact with many men of the same class, and will learn much from the more intelligent of his companions. He will see how much he himself has to learn, and will hardly rest contented with his Multiplication-table only. We have a vast number of teachers to improve, and by restricting the term of residence at the Normal School to four months, we may in the course of the year do somewhat towards increasing the efficiency of three hundred teachers. The first batch of a hundred teachers has been lately despatched back to their schools.

223.—The cost of each individual amounts to Co.'s Rs. 28, supposing him to remain four months at the Institution. If a similar one were founded in each division, and the *Hulkabundee* school system fully carried out, with one hundred and fifty circuit schools, on an average, in each of the five districts (ordinarily comprised in a division), every Village School teacher might attend a Normal School for four months in every two years and a half. The advantages of such an arrangement would be immense. Its cost for each division would amount to about Rs. 5,500 per annum, when once the school-house and teachers' residences were erected. The school fund, created by the rules laid down in the Saharunpoor Settlement directions, could stand this expenditure.

224.—The establishment of Normal Classes, in the Benares College and the Ajmere School, will provide the Benares Division, and the

Ajmere and Mairwara districts, with carefully-trained teachers. In both institutions, Hindee, the language of the agricultural population, is commonly read. The Class may not be so readily filled at Ajmere, as at Benares, unless indeed a larger stipendiary allowance be provided.

THE THOMASON COLLEGE.

225.—The Thomason Civil Engineering College at Roorkee being of a distinct and professional character, and differing so widely in its constitution from the other Government Educational Institutions, a separate review of its past history, and of the operations of past years, is necessary.

226.—The late Honorable the Lieutenant-Governor, in a letter addressed to the Secretary to Government of India, No. 594 A., dated 23rd September 1847, represented most forcibly the necessity for the establishment of a College, to supply a staff of Civil Engineers, for the execution of the important Public Works, which had been undertaken, or were in contemplation, and especially of those which were designed to furnish the means of irrigation throughout a considerable part of the North Western Provinces. His proposal received the ready sanction of Lord Hardinge.

227.—The College was established in October 1847, when Lieutenant Maclagan, of the Bengal Engineers, assumed charge of the Institution, and took steps for the erection of the required buildings. The first students, three in number, were enrolled on the 1st January 1848. In November 1847, a prospectus, setting forth the arrangements determined on, and the measures adopted to secure the efficiency of the Institution, was issued, which was superseded by the Notification published in the *Gazette* of the 9th September 1850, which provided for three departments, to each of which a certain number of stipends was attached, the incumbents being furnished also with free quarters.

228.—It was ruled that the students of the 1st Department, of whom eight are stipendiaries, should, at admission, be under twenty-two years of age, acquainted with the English language, and Arithmetic,

Algebra, Geometry, Mensuration, Plane and Spherical Trigonometry, Conic Sections, and Mechanics. The course of instruction laid down was intended to qualify them for the appointment of Sub-Assistant Civil Engineers, and generally for employment in the Department of Public Works. The stipendiary students, furnished chiefly by the Government Colleges, were to draw an allowance of 40 Rs. per mensem.

229.—The 2nd Department was to be composed of European Non-Commissioned Officers, who should remain in the College on probation for six months, drawing their Regimental pay and allowances; if approved of, at the end of that term, they would receive the Staff allowance of an Assistant Overseer in the Department of Public Works, and, at the end of the year, be drafted off according to the requirements of the public service.

230.—The 3rd Department was to consist of Native students. Of the Senior division, eight would receive Rs. 10 per mensem, and free quarters; while in the Junior, there would be sixteen stipendiaries, drawing Rs. 5 a month, and provided also with free quarters. The number of non-stipendiaries is, I believe, unlimited. The practical instruction of the students is regulated, with a view to their employment as Surveyors, Draftsmen, Assistants in the Department of Public Works, &c.

231.—On the 18th May 1849, the College, which had hitherto been merely an experiment, was placed on a permanent footing, and its charges transferred from the Educational Fund, to the general revenues of the country.

232.—In August 1851, the late Lieutenant-Governor submitted to the Honorable Court, a proposal for enlarging the Institution, its available resources and establishment being inadequate to meet the exigencies of the public service. The measures proposed by His Honor were the following:—

"*1st.*—The admission of Officers, both of the Royal and East India "Company's Armies, to study at Roorkee College.

"*2ndly.*—The improvement and superintendence of the Village "schools, in a circle of forty or fifty miles round Roorkee.

"*3rdly.*—The establishment, in connection with the College, of a "Depôt of Mathematical and Scientific Instruments, and of a Work-"shop, for their manufacture and repair.

"*4thly.*—The formation of a Museum of Economic Geology.

"*5thly.*—The erection of an Observatory for instruction.

"*6thly.*—The maintenance of metal and stone-printing presses, with "book-binder's establishment, and all that was necessary for the publi-"cation of Scientific works, with appropriate drawings and illustrations.

"*7thly.*—The enlargement of the College building, and establishment, "to meet all these purposes."

233.—The Court, fully agreeing with the views expressed by Mr. Thomason, sanctioned the expenditure necessary to carry out his designs. The amount previously sanctioned for the expences of the College was Rs. 19,000 for the buildings, and Rs. 23,268 for the annual current expenses. The actual outlay on the buildings had amounted to Rs. 32,277, and the cost of the establishment was Rs. 24,108 per annum. The measures proposed, involved a further outlay of Rs. 1,20,940, for the erection of buildings, and the provision of furniture and fittings; and the annual cost, including a charge of Rs. 15,622 for interest on the capital expended, and for annual repairs, was stated at Rs. 89,898.

234.—Major Oldfield, Principal of the Institution, in his Report for 1854, states,—that few changes have occurred in the course of study, and general arrangements, and those, gradual, and the fruit of experience. His unfavourable review of the prospects of the 1st Department, both in point of numbers and acquirements,—the only two native students who have given satisfaction being Bengalees,—induced His Honor to appoint a Special Committee, to inquire into, and report on the subject.

235.—With reference to the Principal's recommendation, that the students entering the 1st Department be more thoroughly grounded in the lower mathematics, &c., the Committee proposed that the following subjects should form the preparatory course of education; viz.

Arithmetic.

Algebra.—To the Binomial Theorem, with elementary application to Geometry.

Geometry.—Euclid, the first four, the sixth and twelfth Books.

Trigonometry.—Logarithms, Mensuration of Planes and Solids.

Mechanics.—The Principles of Statics, Dynamics, Hydrostatics, Hydrodynamics, with their elementary application.

Map and Plan drawing.

Literature.—The reading prescribed for holders of third-year Junior Scholarships for 1855.

236.—The 3rd, or Vernacular Department, exhibited great improvement in Surveying and Estimating. In the course of the year, it had furnished twenty-nine Sub-Assistant Overseers. The standard of the department is being gradually raised by the progress of the Vernacular schools. To the students of this Class, Major Oldfield looks as the agency which shall *nationalize* the science of Engineering in India.

237.—The Committee further proposed, that the examination for entrance into this department should embrace—

Arithmetic—to Vulgar and Decimal Fractions, Compound Proportion and Practice;

Algebra—to Simple Equations;

Euclid—four first Books;

Writing—(Vernacular, *i. e.* Oordoo) correctly and legibly, from dictation; also English figures (Numerals);

together with the elements of Mensuration, both of Planes and Solids, and of Surveying, by chain and with the plane-table.

238.—The Committee also recommended the establishment of *Divisional* schools of Surveying and Civil Engineering, to be fed from Tuhseelee schools; the students being boarded and lodged under the eye of the teacher. They proposed that twenty small stipends should be attached to each institution, to the benefits of which non-stipendiaries should also be admitted.

239.—The growing importance of the Civil Engineering Department demands a marked recognition of the Civil Engineer's position, to the absence of which the Committee in part attributed the very limited number of applications for admission into the 1st Department at Roorkee.

240.—The Committee calculated that the services of thirty Officers, who had been trained in the 1st, and one hundred and twenty of the 3rd Department, were required in these Provinces. The pay of the former should range from Rs. 100 to 300, with $\frac{3}{10}$th pay as travelling allowance, promotion being granted after five years' service in each grade, the grades being as follows:—

	Monthly Pay.
Sub-Assistant Executive Officers, -- -- --	Rs. 100
2nd Class.	
Sub-Assistant Executive Officers, -- -- --	Rs. 150
1st Class.	
Assistant Executive Officers, -- -- --	Rs. 200
Deputy ditto ditto, -- -- -- -- --	„ 300

241.—Officers from the 3rd Department should commence on Rs. 25 per mensem, with Rs. 10 horse allowance as Sub-Assistant Overseers, and rise at last to an Overseership, with a salary of Rs. 85 per mensem, and horse allowance of Rs. 25, if in charge of a Road Subdivision.

242.—I have recorded these details, as the appointments, should the Committee's recommendation be sanctioned, will be filled from the Government Colleges, and may exercise some influence on the course of studies therein pursued.

SALE OF BOOKS.

243.—In the course of 1854-55, that is, from May 1854 to April 1855, 60,581 books, of the value of Rs. 11,624-2-2, were disposed of. Of this number 41,179 were sold, 6,523 distributed for school use, and 12,879 given away in rewards.

244.—The number disposed of in the last five years amounts to 1,72,549, of the value of Rs. 29,742-8-8.

245.—Five years ago, the only useful school-books within the reach of boys reading in Persian, Sanskrit, and Vernacular schools, were the four numbers of Deputy Collector Ram Saran Dass' series; viz. a Primer, Oordoo and Hindee, and three treatises, severally, in Arithmetic, Mensuration, and Putwarce's accounts. The student, who knows Hindee or Oordoo only, may now acquire, through Hindee or Oordoo manuals, a respectable acquaintance with the elements of Oordoo and Hindee, and even of English Grammar, of Indian and General Geography, the History of India, England and the Ancient World, Arithmetic, Algebra to Quadratic Equations, the first four and sixth books of Euclid, Mensuration, and Plane-table Surveying, the elements of Trigonometry and Mechanics, the rudiments of Drawing and Linear Design, together with a large amount of information on miscellaneous subjects. I beg to refer His Honor to paragraphs 86—108 of the Report for 1853-54, which contains a summary of the books published by the late Visitor General and a brief notice of their subjects.

246.—The sale of several of the most popular books has been considerably retarded by the comparatively few facilities which exist for printing. Large editions have been exhausted, before reprints were available. The extension of the educational scheme will of course oblige, or rather has even already obliged, us to print very large impressions, amounting, in some instances, to 20 and 30,000 copies.

247.—Treatises on Arithmetic are most readily bought up; 5,382 copies of the four parts of the Ganit-prakash and Mubadi-ul-hisab

(Hindee and Oordoo) have been sold in the course of the year: more would have been disposed of, had the editions not been exhausted. The other popular works are the following, the number of copies sold being also noted.

HINDI.—*Aksharadipika* and *Aksharabhyas*, (Primers,) 5,794 and 1,820. *Ganitprakash*, Parts 1, 2, 3 and 4, (Treatise on Arithmetic,) 1,072,939, 879,549. *Kshetra Chandrika*, Parts 1 and 2, (Mensuration,) 679 and 480. *Bidyarthi-ki-pratham pustak*, (a Manual of Reading Lessons and Arithmetic, &c.) 1,529. *Surujpoor-ki-Kahani*, 1,088. *Dharum Singh-ka-Vrittant*, 524. *Bharatvarshyittihas*, (History of India,) 600. *Balop-desh* and *Balbodh*, (Reading Lessons,) 987 and 909. *Kisanopdesh*, (Advice to Cultivators,) 309. Almanacs for 1854 and 1855, 699.

OORDOO.—*Aksharabhyas*, (Primer,) 271. *Mubadi-ul-hisab*, Parts 1st, 2nd, 3rd and 4th, (Arithmetic,) 764, 528, 284, and 267. *Misbah-ul-misahut*, Parts 1 and 2, (Mensuration,) 711, and 822. *Euclid*, 310. *Algebra*, 168. *Geography of India*, 249. *History of India*, 211.

248.—The Sekundra Press, under the able superintendence of Mr. Longden, is extending its resources. The complete stereotyping apparatus, which has been lately set up, will enable us to produce, at a short notice, any number of the more popular books, which it may be worth while to stereotype.

GENERAL STATISTICS.

249.—In the Appendix to this Report, the number of schools in the eight experimental districts, to which my remarks must be confined, is shown to be 3,770. They are attended by 49,037 scholars, of whom 6,588 read in schools maintained by Government. Of the remaining 42,549, about 17,000 attend *Hulkabundee* schools, which, though supported by the agricultural population, are under our control and management; while upwards of 25,000 are found in 2,936 institutions, with which our connection is but slight.

250.—The increase, in the number both of schools and scholars, in the last five years, is remarkable; within that period the latter have nearly doubled.

Year.	*Schools.*	*Boys.*
1850-51,	3,127	27,736
1851-52,	3,329	31,843
1852-53,	3,469	36,884
1853-54,	3,603	41,133
1854-55,	3,770	49,037

251.—Mere numerical increase is not in itself a consideration of very great value, so long as the system of school discipline remains vicious and defective. But some progress has been made in the work of raising the tone of, and imparting greater efficiency to, schools, especially among the village communities, who have in so many instances thankfully accepted our offer of co-operation.

252.—The establishment of additional schools has been comparatively infrequent. For 3,127 schools in 1850-51, we find 3,770, while the number of scholars stands at 27,736 in the former, and at 49,037 in the latter year. This apparent discrepancy can easily be accounted for.

253.—The opening of *Circuit Schools* has induced zumeendars and cultivators to place their children under the teachers' care, but it is a matter of some difficulty to persuade them to entertain a teacher on their own account.

254.—The population of the eight experimental districts amounts to 7,872,075, of which number *one-twelfth*, or 650,000, (in round numbers,) are male children of the school-going age. There are, as our inquiries show, nearly 50,000 at school; *i.e.* one only out of every 13 who might attend.

255.—All such calculations however can lay no claim to complete accuracy. In the *first* place, it is impossible, without adopting the

plan pursued in making a census, to obtain a correct statement of the schools which are in existence on any given day. *Secondly,* the ages of a very large number of scholars are beyond the highest limit which we can assign to the school-going age. We must be content with having ascertained that at least 50,000 attend school; that these figures are the treble of those which represented the number *supposed* to be at school in the eight districts, before the present Educational scheme was set on foot; and that at least 25,000 out of the "half-lac" are taught under a somewhat more efficient system than that which was followed in the schools, maintained by the unassisted efforts of the people.

256.—In previous reports, I have recorded the results, which the statistics furnished in the Appendices exhibit. I invite a comparison between the statistical returns of the present and former reports, as far as the Indigenous and Tuhseelee schools are concerned.

257.—The tabular information, which has been furnished in the body of preceding "General Reports on Public Instruction in the North Western Provinces" has been thrown together, and shown in the Appendix, rather with the view of placing the same on record for future easy reference, than for the intrinsic value of, at least much of, the information supplied.

258.—The narrative of the working of the extended scheme, sanctioned by the Hon'ble the Court's Despatch of July 1854, must be deferred to the report for 1855-56. The only measures carried out in connection with that Despatch, before the end of the special years 1854-55, were the appointment of the Visitor General of Schools to be Director of Public Instruction; and the nomination of Mr. V. Tregear, Principal of the Bareilly College, and Lieutenant Fuller, of the Bengal Artillery, to be Inspectors in that department. Mr. Tregear took charge of his office in April. Lieutenant Fuller's services were demanded by the Educational Survey Department up to the end of June.

259.—Mr. Henry Carre Tucker, Commissioner of Benares, visited and examined a large number of schools in the course of his last cold-weather tour, and distributed prizes among the more deserving pupils. Much valuable and accurate information regarding the Indigenous schools in the Benares Division, has been collected, which will be of great service to the Inspector, who may be placed in charge of that circle.

H. STEWART REID,
Director of Public Instruction.

APPENDIX.

APPENDIX A.

STATEMENT I.

Local Committees of Public Instruction at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, on the 31st of December 1854.

Name of Institution.	Name.	Official Designation.
Agra.	W. Muir, Esq., ...	*Secretary to the Government, N. W. P.*
	C. Grant, Esq., ...	*Accountant, N. W. P.*
	Dr. J. Murray, ...	*Civil Surgeon of Agra.*
	E. H. Morland, Esq., ...	*Civil and Session Judge of Agra.*
	G. J. Christian, Esq., ...	*Secretary Sudder Board of Revenue, N. W. P.*
	C. B. Thornhill, Esq., ...	*Inspector General of Prisons, N. W. P.*
	H. S. Reid, Esq., ...	*Vr. Genl. of Indigenous Schools, N. W. P.*
	P. B. Reid, Esq., ...	*Asst. to the Secy. to Govt., N. W. P.*
	E. A. Reade, Esq., ...	*Member of the Sudder Board of Revenue, N. W. P.*
	Dr. J. Grant, ...	*Superintending Surgeon, Agra Circle.*
	H. Unwin, Esq., ...	*Commissioner of Revenue, Agra Division.*
	Hon'ble R. A. J. Drummond, ..	*Collector and Magistrate of Agra.*
	Colonel J. T. Boileau, ...	*Chief Engineer, N. W. P.*
	C. C. Jackson, Esq., ...	*Judge of the Sudder Dewanny and Nizamut Adawlut, N. W. P.*
	J. Middleton, Esq., ...	*Junior Member and Secretary L. C. P. I.*
Dehli.	Simon Fraser, Esq., ...	*Commissioner and Agent to Lieutenant Governor, N. W. P.*
	Captain C. R. G. Douglas, ..	*Commandant Dehli Palace Guards, and Asst. Ditto.*
	Sir J. T. Metcalfe, *Baronet*, ..	*Joint Magistrate.*
	R. B. Morgan, Esq., ...	*Civil and Sessions Judge.*
	P. H. Egerton, Esq., ...	*Magistrate and Collector.*
	Moulavee Sudduroodeen, ...	*Principal Sudder Ameen.*
	Roy Ram Surrun Dass, ...	*Deputy Collector.*
	J. Cargill, Esq., ...	*Junior Member and Secretary L. C. P. I.*

STATEMENT I.—*(continued.)*

Name of Institution.	Name.	Official Designation.
Benares.	H. C. Tucker, Esq., ...	*Commissioner and Agent Governor General.*
	F. B. Gubbins, Esq., ...	*Officiating Civil and Sessions Judge.*
	A. M. Pollock, Esq., ...	*Officiating Magistrate and Collector.*
	James G. Gordon, Esq., ...	*Merchant.*
	Maharaja Iswari Prasad Narayana Singh Bahadoor, ...	*Rajah of Benares.*
	Rajah Suttcharana Ghosal, ...	*Zemindar.*
	J. R. Ballantyne, Esq., L.L.D., ..	*Secretary L. C. P. I.*
Bareilly.	R. Alexander, Esq., ...	*Commissioner.*
	F. Williams, Esq., ...	*Magistrate and Collector.*
	C. Horne, Esq., ...	*Joint Magistrate.*
	H. S. Reid, Esq., ...	*Visitor General of Schools.*
	Captain W. Jones, ...	*Superintendent of Embankments.*
	Captain Maxwell, ...	*Executive Engineer.*
	Dr. J. M. Hay, ...	*Civil Surgeon.*
	H. J. F. Berkeley, Esq., ...	*Landed Proprietor.*
	V. Tregear, Esq., ...	*Junior Member and Secretary L. C. P. I.*
Saugor.	Lieutenant H. Montgomery, ..	*Deputy Commissioner, 1st Class.*
	Lieutenant H. F. Waddington, ..	*Ditto, 3rd Class, and Secretary L. C. P. I.*
	Moulavee Syud Ali Hoossein, ..	*Sudder Ameen.*
	Rao Anunt Rao Bhya Sahib, ..	*Theekadar of Jysing Nuggur, and Honorary Member.*
Ajmere.	Lieut.-Colonel C. G. Dixon, ..	*Commissioner of Ajmere and Mhairwara.*
	Captain J. T. Shakespear, ...	*Assistant Commissioner.*
	H. A. Ebden, Esq., M. D., ...	*Surgeon of the Rajpootanah Agency.*
	J. Ewart, Esq., M. D.	*Civil Surgeon of Ajmere.*
	Dowlut Ram, ...	*Senior Sudder Ameen.*
	C. Buch, Esq., Ph. D., ...	*Secretary L. C. P. I. and Member.*

APPENDIX A.

STATEMENT II.

Return of the Establishment in the Educational Institutions at Agra, Dehli, Benares Bareilly, Saugor and Ajmere, on the 31st of December 1854.

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
Agra.	J. Middleton, Esq., ...	Principal and Secretary L. C. P. I., ...	600 0 0	1st February 1845.
	T. B. Cann, Esq., ...	Professor of Literature and History,..	350 0 0	24th July 1854.
	Mr. S. W. Fallon, ...	Head Master, ...	300 0 0	Ditto.
	Mr. J. F. McConnell, ..	Second Master,.. ..	200 0 0	25th April 1846.
	Mr. A. Sharpley, ...	Assistant Mathematical Professor and Vernacular Lecturer,	150 0 0	22nd Sept. 1854.
	Mr. T. Conlan,..	Fourth Master,.. ..	100 0 0	28th August 1854.
	Kedar Nath, ...	Fifth Master, ...	50 0 0	3rd February 1849.
	Kuliyan Singh, ...	Sixth Master, ...	25 0 0	Ditto.
	Salig Ram, ...	Seventh Master,.. ..	16 0 0	22nd Sept. 1853.
	Obhai Churn, ...	Eighth Master,.. ..	14 0 0	8th August 1854.
	Mr. J. F. McConnell, ..	Writing Master, ..	30 0 0	28th December 1842.
	Mr. J. F. Goulding, ..	Drawing Master, ..	175 0 0	5th April 1853.
	Moulavee Mohomed Muzhur,	Arabic Professor, ..	100 0 0	3rd September 1851.
	Moonshee Abool Hussen,..	1st Persian Teacher,..	60 0 0	2nd January 1849.
	Moonshee Sufdur Ali, ..	2nd ditto, ...	30 0 0	8th August 1854.
	Moonshee Kurreemooddeen,	1st Oordoo Teacher,..	50 0 0	3rd February 1850.
	Moonshee Ali Asghur, ..	2nd Ditto,..	30 0 0	Ditto.
	Moonshee Fyz-oollah Khan,	3rd Ditto, ...	14 0 0	20th July 1854.
	Pundit Chirungio, ...	1st Sanskrit Teacher,	60 0 0	29th Sept. 1852.
	Pundit Heera Lall, ...	2nd Ditto,..	20 0 0	15th March 1841.
	Pundit Munnoo Lall, ..	1st Hindee Teacher,..	50 0 0	3rd November 1848.
	Pundit Kesho Pershad, ..	2nd Ditto,..	30 0 0	8th August 1848.
	Pundit Choonnee Lall, ..	3rd Ditto, ...	20 0 0	8th September 1826.
	Pundit Shunker Lall, ..	Hindee Arithmetic Teacher, ...	30 0 0	13th August 1825.
		Carried over, Rs. ..	2,504 0 0	

STATEMENT II.—*(continued.)*

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
Agra—*(continued.)*		Brought forward, Rs.	2,504 0 0	
		Establishment.		
	Naseer Khan, ...	Librarian, ...	40 0 0	25th May 1854.
	Mool Chund, ...	English Writer, ..	16 0 0	22nd Sept. 1853.
		2 Furrashes, @ 5 each,	10 0 0	
		2 Duftrees, @ 5 and 4,	9 0 0	
		1 Chuprassee, ...	4 0 0	
		2 Chowkeedars, @ 4 each, ...	8 0 0	
		1 Bhistee, ...	7 0 0	
		*2 Brahmins, @ 3·8 each, ...	7 0 0	* For supplying water to the Hindoos.
		1 Sweeper, ...	4 0 0	
		Contingent charges, ..	1 0 0	
		Total, Co.'s Rs., ..	2,610 0 0	
Dehli.	J. Cargill, Esq., ...	Principal, ...	600 0 0	1st January 1850.
	F. Taylor, Esq., ...	Head Master, ...	500 0 0	12th January 1844.
	C. Roberts, Esq., ...	2nd Ditto, ...	200 0 0	19th Sept. 1846.
	R. Steward, Esq., ...	3rd Ditto, ...	150 0 0	12th October 1843.
	E. H. H. Goulding, Esq.,	4th Ditto, and Drawing Master, ...	175 0 0	10th May 1853.
	Wazeer Ali, ...	5th Master, ...	50 0 0	12th April 1841.
	Hoossainee, ...	6th Ditto, ...	40 0 0	1st May 1841.
	Ram Krishun, ...	1st Oordoo Teacher,	80 0 0	1st January 1831.
	Sheo Pershad, ...	2nd Ditto, ...	40 0 0	1st June 1833.
	Noor Mohomed, ...	3rd Ditto, ...	30 0 0	17th May 1841.
	Taruck Nath, ...	Writing Master, ..	30 0 0	10th June 1838.
	Radha Krishun, ...	Nagree Teacher, ..	8 0 0	1st July 1841.
	Shunkur Dass, ...	Librarian, ...	25 0 0	5th April 1848.
	Jeewun Ram, ...	English Writer, ...	13 0 0	Ditto.
		Carried over, Rs. ..	1,941 0 0	

STATEMENT II.—*(continued.)*

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
		Brought forward, Rs.	1,941 0 0	
	Noor Ali, ...	Duftri, ...	7 0 0	19th May 1841.
		3 Chuprassees, @ 4 each, ...	12 0 0	
		1 Durwan, ...	4 0 0	
		1 Furrash, ...	4 0 0	
		1 Chowkeedar, ...	4 0 0	
		1 Sweeper, ...	3 0 0	
		Oriental Department.		
Delhi—*(continued)*.	Syud Mohomed, ...	1st Arabic Teacher, ..	100 0 0	1st June 1825.
	Jafir Ali, ...	1st Shea Ditto, ...	100 0 0	1st April 1841.
	Soobhan Buksh, ...	2nd Arabic Teacher,	60 0 0	4th December 1834.
	(Vacant,)	3rd Ditto, ...	35 0 0	
	Imam Buksh, ...	1st Persian Teacher,	50 0 0	1st April 1841.
	Kurreem Buksh, ...	2nd Ditto, ...	35 0 0	21st January 1851.
	Ahmud Ali, ...	3rd Ditto, ...	25 0 0	17th December 1852.
	Ram Chunder, ...	1st Sanskrit Teacher,	60 0 0	26th April 1844.
	Kidar Nath, ...	2nd Ditto, ...	20 0 0	1st Ditto.
	Yam Chunder, ...	1st Scientific Teacher,	100 0 0	28th February 1844.
	Radha Krishun, ...	2nd Ditto, ...	50 0 0	21st January 1851.
	Syud Mohomed, ...	Persian Writing and Nagree Teacher, ..	28 0 0	5th July 1829.
	Zukka-oollah, ...	Arithmetician, ...	20 0 0	12th Sept. 1851.
	Jowun Ram, ...	English Writer, ...	12 0 0	5th April 1848.
	Radha Krishun, ...	Treasurer, ...	10 0 0	10th December 1829.
	Ashruf Ali, ...	Moonshee, ...	10 0 0	15th Sept. 1831.
	Ashruf Ali, ...	Librarian, ...	10 0 0	1st January 1833.
		4 Chuprassees, @ 4 each, ...	16 0 0	
		1 Furrash, ...	4 0 0	
		Carried over, Rs. ..	2,720 0 0	

STATEMENT II.—*(continued.)*

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
Dehli—*(continued.)*		Brought forward, Rs.	2,720 0 0	
		1 Chowkeedar, ...	4 0 0	
		2 Bhistees, @ 4 each,	8 0 0	
		1 Kuhar, ...	4 0 0	
		1 Gardener, ...	4 0 0	
		2 Sweepers, @ 3 each,	6 0 0	
		Total, Co.'s Rs., ..	2,746 0 0	
Benares.	J. R. Ballantyne, Esq., L.L.D., ...	Principal & Secretary L. C. P. I., ...	600 0 0	3rd January 1846.
	F. Edward Hall, Esq., M. A.,	Anglo Sanskrit Professor, ...	400 0 0	18th February 1850.
	R. T. H. Griffith, Esq., M. A.,	Head Master, ...	400 0 0	17th January and 20th May 1854.
	D. Tresham, Esq., ...	2nd Master and Curator of Museum, ..	250 0 0	5th September 1840.
	J. Platts, Esq., ...	Surveying Teacher, ..	200 0 0	11th Sept. 1854.
	Baboo Muthra Prasad, ..	3rd Master, ...	150 0 0	17th April 1847.
	Baboo Sewa Sunkur Singh,	4th Ditto, ...	100 0 0	9th March 1842.
	Baboo Kedar Nath Paludi,	5th Ditto, ...	50 0 0	21st May 1846.
	Baboo Ram Chunder Sen,	6th Ditto, ...	50 0 0	31st May 1854.
	Pundit Ramjasan, ...	Anglo Sanskrit Teacher, ...	30 0 0	1st March 1849.
	Baboo Pran Kishun Ghose,	Writing Master, ..	20 0 0	11th January 1848.
	Baboo Situl Prasad Goopt, ...	Librarian, ...	30 0 0	30th October 1852.
	Moulavee Julalooddeen, ..	1st Oordoo Teacher, ..	50 0 0	7th November 1847.
	Moonshee Juggun Nath Dass, ...	2nd Ditto, ...	25 0 0	7th April 1845.
	Pundit Budri Lall, ...	1st Hindee Teacher, ..	50 0 0	1st October 1838.
	Pundit Loke Nath Chowbe,	2nd Ditto, ...	25 0 0	17th April 1847.
		1 Duftri, ...	6 0 0	
		1 Water Bearer, ..	5 0 0	
		Carried over, Rs. ..	2,441 0 0	

STATEMENT II.—*(continued.)*

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
		Brought forward, Rs.	2,441 0 0	
		General Servants, *viz:*		
		6 Peons, @ 4, ...	24 0 0	
		2 Furrashes, @ 3 & 4,	9 0 0	
		2 Night Chowkeedars, @ 4, ...	8 0 0	
		2 Day Chowkeedars, @ 3, ...	6 0 0	
		3 Sweepers, 1 @ 2 and 2 @ 3, ...	8 0 0	
		Sanskrit Department.		
Benares—*(continued.)*	Iswara Dutta Pande, ..	Assistant Secretary, ..	50 0 0	27th December 1842.
	Narayuna Sastri, ...	1st Grammar, ...	60 0 0	1st May 1833.
	Pandit Deva Dutta, ..	2nd Ditto, ...	32 0 0	Ditto.
	Pundit Doorga Dutta, ..	3rd Ditto, ...	30 0 0	1st September 1842.
	Pundit Heera Nund Chowbe, ...	Poetry, ...	80 0 0	1st June 1827.
	Pundit Uma Rama, ..	Vedanta, ...	80 0 0	1st February 1825.
	Pundit Kalli Prasad Bhuttacharja, ...	Nyaya, ...	80 0 0	2nd April 1847.
	Venkata Rama Sastri, ..	Assistant to ditto, ..	40 0 0	24th April 1852.
	Vitthula Sastri, ...	Ditto, ...	40 0 0	15th March 1853.
	Kasi Nath Sastri, ...	Sankhya, ...	80 0 0	5th December 1837.
	Pundit Goolzar Chowbe,	Law, ...	80 0 0	Ditto.
	Pundit Lujja Sunker, ..	1st Astronomy, ...	80 0 0	1st February 1825.
	Pundit Nund Lall, ...	2nd Ditto, ...	32 0 0	1st February 1835.
	Bapoo Deva Sastri, ..	Natural Philosophy, ..	80 0 0	15th February 1842.
	Moulavee Mohomed Ahsan,	1st Arabic Teacher, ..	82 0 0	4th November 1847.
	Moonshee Viswesur Prasad, ...	2nd Persian ditto, ..	20 0 0	1st October 1841.
	Pundit Bechana Tiwaree,	Librarian, ...	50 0 0	14th December 1852.
	Radha Nath Chuckerbutty,	English Writer, ...	32 0 0	1st February 1851.
		Carried over, Rs. ..	3,524 0 0	

STATEMENT II.—*(continued.)*

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
Benares—*(continued.)*		Brought forward, Rs.	3,524 0 0	
	Haro Datta, ...	Duftri, ...	8 0 0	1st October 1829.
	Kunyah Lall, ...	Hindee Writer, ...	8 0 0	15th January 1842.
		2 Water Bearers, @ 4 each, ...	8 0 0	
	Gopal Bhutta, ...	Pensioner, ...	20 0 0	
		Total, Co.'s, Rs. ..	3,568 0 0	
Bareilly.	V. Tregear, Esq., ...	Principal, ...	600 0 0	13th August 1851.
	Mr. H. Templeton, ..	Head Master 400, and house rent 50, ..	450 0 0	1st January 1854.
	Mr. J. Beale, ...	2nd Ditto, ...	200 0 0	10th October 1854.
	(Vacant,)	3rd Ditto, ...	150 0 0	19th June 1854.
	Mr. J. D. Staines, ...	4th English Teacher,	120 0 0	19th June 1854.
	Luchmun Prasad, ...	5th Ditto, ...	100 0 0	1st June 1854.
	Uzmut-oollah, ...	6th Ditto, ...	50 0 0	13th July 1854.
	Jeesookh Roy, ...	7th Ditto, ...	30 0 0	1st June 1854.
	Ishri Prasaud, ...	8th Ditto, ...	20 0 0	Ditto.
	Kashi Prasaud, ...	Librarian and Writer,	20 0 0	28th August 1854.
	Zoolfikar Ali, ...	Head Moulavee, ...	100 0 0	1st June 1854.
	Yakoob Ali, ...	2nd Ditto, ...	40 0 0	1st July 1854.
	Kootub Shah, ...	3rd Persian Teacher,	30 0 0	1st June 1854.
	Ajoodhia Prasad, ...	4th Ditto, ...	20 0 0	19th November 1854.
	Jawad Ali, ...	Oordoo Teacher, ..	40 0 0	1st June 1854.
	Fukkurooddeen, ...	2nd Ditto, ...	20 0 0	1st September 1854.
	Shunkur Sahai, ...	Pundit, ...	25 0 0	1st July 1854.
		2 Chuprassees, @ 6 & 4,	10 0 0	1st June 1854.
		2 Chowkeedars, @ 4 each, (1 vacant,) ..	8 0 0	Ditto.
		2 Duftrees, @ 6 and 4,	10 0 0	Ditto.
		2 Sweepers @ 4 and 3 (1 vacant,)	7 0 0	Ditto.
		1 Bhistee, (vacant,) ..	3 0 0	Ditto.
		1 Bearer, ...	4 0 0	Ditto.
		Total, Co.'s Rs., ..	2,057 0 0	

STATEMENT II.—*(continued.)*

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
Saugor.	Mr. James Rae, ...	Head Master, ...	300 0 0	12th June 1837.
	Mr. H. V. Ingels, ...	2nd Ditto, ...	150 0 0	8th February 1854.
	(Vacant,)	Assistant Teacher, ..	20 0 0	
	Beharee Lall, ...	Librarian, ...	7 0 0	10th December 1853.
	Ram Chund Pundit, ..	Assistant Ditto, ...	3 0 0	1st July 1854.
	Beharee Lall Prohit, ..	1st Hindee Teacher, ..	25 0 0	15th March 1842.
	Kesho Roy Paranday, ..	2nd Ditto, ...	10 0 0	22nd July 1854.
	Balmokund and Hurkishun,	3rd Ditto, ...	15 0 0	5th August 1854.
	Duryao Singh, ...	4th Ditto, ...	15 0 0	18th March 1850.
	Kashee Ram, *(acting,)* ..	5th Ditto, ...	10 0 0	26th November 1854.
	Oomrao Singh, ...	Assistant Ditto, ...	5 0 0	25th March 1854.
	Doorga Prasaud, ...	Ditto, ...	5 0 0	Ditto.
	Ram Prasaud Panday, ..	Monitor, ...	2 8 0	1st October 1854.
	Gholam Russool, ...	1st Oordoo Ditto, ..	35 0 0	27th October 1843.
	Abdool Salam, ...	2nd Ditto, ...	50 0 0	1st March 1847.
	Purmanund, ...	Assistant Ditto, ...	5 0 0	17th January 1853.
	Doorga Shunker, ...	Oordoo Ditto, ...	4 0 0	24th June 1854.
	Meer Nazir Ali, ...	Ditto, ...	4 0 0	Ditto.
	Luchmun Singh, ...	Ditto, ...	4 0 0	8th July 1854.
	Gobind Pundit, ...	Ditto, ...	4 0 0	Ditto.
	Munowur Ali, ...	Assistant Ditto, ...	4 0 0	27th May 1854.
	Ahmud, ...	Ditto, ...	4 0 0	25th July 1854.
		Establishment.		
		1st Bearer, ...	4 0 0	
		2nd Ditto, ...	3 0 0	
		1 Bhistee, ...	3 0 0	
		1 Sweeper, ...	2 0 0	
		Total, Co.'s Rs., ..	693 8 0	
Ajmere.	C. Buch, Esq., Ph. D., ..	Superintendent, 400, House rent, .. 50,	450 0 0	11th February 1851.
	Mr. G. Wiggins, ...	Head Master, ...	300 0 0	25th March 1851.
		Carried over, Rs., ..	750 0 0	

STATEMENT II.—*(continued.)*

Name of Institution.	Name.	Designation.	Amount of Salary.	Date of Appointment.
		Brought forward, Rs.	750 0 0	
	Sookhdeo Buksh, ...	2nd Master, ...	80 0 0	25th March 1851.
	Baboo Rama Churn, ..	3rd Ditto, ...	40 0 0	25th March 1851.
	John Triloke, ...	4th Ditto, ...	30 0 0	1st October 1851.
	Mohumed Buksh, ...	5th Ditto, ...	20 0 0	1st July 1854.
	Mohumed Yaqoob, ...	1st Persian and Oordoo Teacher, ...	40 0 0	16th Nov. 1852.
	Sheikh Niamut-oollah, ..	2nd Ditto, ...	26 0 0	1st August 1851.
	Ameerooddeen Ahmud, ..	3rd Ditto, ...	20 0 0	15th July 1853.
Ajmere—*(continued.)*	Pundit Hurree Ram, ..	Oordoo Writing Master, ...	20 0 0	18th July 1854.
	Pundit Devadutta Tewaree,	1st Sanskrit and Hindee Teacher, ...	40 0 0	4th April 1851.
	Pundit Rushuk Lall, ...	2nd Ditto, ...	26 0 0	4th April 1851.
	Pundit Mungul Dutt, ..	3rd Ditto, ...	16 0 0	1st October 1851
		Establishment.		
	Luchmun Dass, ...	Librarian, ...	15 0 0	1st September 1853
		Petty Contingencies, ..	12 0 0	
		2 Chuprassees, at 5 each, ...	10 0 0	
		min, ...	5 0 0	
		ish, ...	4 0 0	
		rkeedar, ...	4 0 0	
		per, ...	3 0 0	
		Total, Co.'s Rs., ..	1,161 0 0	

APPENDIX A.

STATEMENT III.

Abstract of Students on the Rolls of the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, on the 31st December 1854.

Name of Institution.	Department.	Christians.	Mohomedans.	Hindoos.	Others.	Total.
Agra,	English,	15	22	228	0	265
	Oriental,	0	33	23	0	56
	Total,	15	55	251	0	321
Dehli,	English,	10	25	182	0	217
	Arabic,	0	33	0	0	33
	Persian,	0	39	38	0	77
	Sanskrit,	0	0	23	0	23
	Total,	10	97	243	0	350
Benares,	English,	2	16	173	0	191
	Persian,	0	15	25	0	40
	Sanskrit,	0	0	113	0	113
	Total,	2	31	311	0	344
Bareilly,	English,	3	30	195	2	230
	Oriental,	0	57	68	0	125
	Total,	3	87	263	2	355
Saugor,	English,	16	2	45	0	63
	Oordoo,	0	38	95	0	133
	Hindee,	0	2	119	0	121
	Total,	16	42	259	0	317
Ajmere,	English,	0	15	95	0	110
	Persian-Oordoo,	0	25	39	0	64
	Sanskrit-Hindee,	0	1	58	0	59
	Total,	0	41	192	0	233
	Grand Total,	46	353	1519	2	1920

APPENDIX A.

STATEMENT IV.

Detail of studies pursued in the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, during the year 1854.

Name of Institution.	Number of Students studying												
	English.				*Oordoo.*			*Hindee.*					
	Alone.	With Oordoo alone.	With Oordoo and Persian or Arabic.	With Hindee or Sanskrit.	Alone.	With Persian or Arabic.	With Hindee or Sanskrit.	Alone.	With Sanskrit.	With Persian or Arabic.	Persian.	Arabic.	Sanskrit.
Agra, ...	1	175	56	52	0	30	3	0	7	5	9	7	4
Dehli, ...	24	193	0	0	0	110	23	0	23	64	77	33	23
Benares, ...	0	134	2	122	6	38	0	0	113	0	38	5	113
Bareilly, ...	0	230	0	0	0	104	0	0	21	0	0	0	0
Saugor, ...	0	42	5	16	40	93	107	120	0	1	93	0	0
Ajmere, ...	0	54	39	17	0	48	16	31	21	7	0	0	0
Total, ..	25	828	102	207	40	423	149	151	185	77	217	45	140

APPENDIX A.

STATEMENT V.

Return of Tuition Fees paid in the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, during the year 1854.

Name of Institution.	Free Students.	Monthly Tuition Fees, *Number of Students who pay each*													Entrance Fees.		
		5 Rupees.	3 Rupees.	2 Rupees.	1 R. 8 Annas.	1 Rupee.	12 Annas.	9 Annas.	8 Annas.	6 Annas.	5 Annas.	4 Annas.	3 Annas.	2 Annas.	Number.	Amount.	
Agra, ...	46	4	6	0	0	24	0	0	241	0	0	0	0	0	197	393	0 0
Dehli, ..	37	6	1	0	0	8	2	0	296	0	0	0	0	0	0	0	0 0
Benares, ..	186	2	0	2	0	37	0	0	107	0	0	0	0	0	118	148	0 0
Bareilly, ..	1	0	0	0	0	1	0	0	0	0	0	348	2	3	181	172	0 0
Saugor, ..	126	0	0	0	0	0	0	0	59	92	0	0	0	40	215	92	4 0
Ajmere, ..	33	0	0	1	1	9	0	1	11	19	4	75	79	0	0	21	12 0
Total, ..	429	12	7	3	1	79	2	1	714	111	4	423	81	43	711	827	0 0

APPENDIX A.

STATEMENT VI.

Detail of Fees realized in the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, during the year 1854.

Months.	Agra.		Dehli.		Benares.		Bareilly.		Saugor.		Ajmere.	
	Entrance Fees.	Tuition Fees.	Entrance Fees.	Tuition Fees.	Entrance Fees.	Tuition Fees.	Entrance Fees.	Tuition Fees.	Entrance Fees.	Tuition Fees.	Entrance Fees.	Tuition Fees.
January, ..	2 0 0	176 0 0	0 0 0	41 12 0	0 0 0	60 8 0	0 0 0	0 0 0	3 4 0	56 8 0	0 0 0	44 12 0
February, .	64 0 0	127 0 0	0 0 0	124 8 0	17 0 0	76 0 0	32 0 0	62 0 0	6 8 0	54 6 0	0 0 0	45 4 0
March, ..	66 0 0	203 0 0	0 0 0	170 8 0	12 0 0	83 0 0	14 0 0	75 8 0	9 4 0	56 4 0	0 0 0	52 8 0
April, ..	26 0 0	212 8 0	0 0 0	115 2 0	17 0 0	85 0 0	23 8 0	72 14 0	13 4 0	62 14 0	0 0 0	51 10 0
May, ..	38 0 0	195 0 0	0 0 0	177 12 0	45 0 0	117 8 0	16 0 0	76 13 3	1 12 0	63 12 0	0 0 0	52 4 0
June, ..	30 0 0	208 8 0	0 0 0	89 8 0	1 0 0	104 0 0	17 0 0	78 11 0	11 0 0	67 8 0	0 0 0	54 5 0
July, ..	10 0 0	191 0 0	0 0 0	190 0 0	28 0 0	111 0 0	12 8 0	80 2 0	15 4 0	69 10 0	6 2 0	53 7 0
August, ..	46 0 0	162 0 0	0 0 0	181 4 0	12 0 0	134 8 0	13 8 0	80 5 3	4 4 0	70 14 0	6 10 0	54 1 0
September,	37 0 0	195 8 0	0 0 0	451 8 0	6 0 0	118 8 0	13 8 0	81 7 6	8 0 0	72 10 0	0 14 0	58 10 0
October, ..	32 0 0	160 0 0	0 0 0	150 12 0	4 0 0	110 0 0	6 0 0	79 11 6	10 4 0	71 2 0	1 8 0	56 13 0
November,	24 0 0	181 8 0	0 0 0	156 12 0	6 0 0	105 0 0	11 0 0	79 2 0	5 8 0	68 2 0	4 6 0	56 12 0
December,	18 0 0	182 8 0	0 0 0	443 4 0	0 0 0	84 0 0	13 0 0	85 11 0	4 0 0	76 8 0	2 4 0	56 5 0
Total, ..	393 0 0	2194 8 0	0 0 0	2292 10 0	148 0 0	1189 0 0	172 0 0	852 5 6	92 4 0	790 2 0	21 12 0	636 11 0

APPENDIX A.

STATEMENT VII.

Statement of Admissions, Withdrawals, &c., in the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, during the year 1854.

Name of Institution.	Particulars.	Christians.	Mohomedans.	Hindoos.	Others.	Total.
Agra.	No. on the rolls at the commencement of the session, ..	30	44	239	0	313
	Ditto of new admissions, ...	10	28	111	0	149
	Ditto of re-admissions, ...	5	6	61	0	72
	Ditto of withdrawals, ...	15	10	68	0	93
	Ditto of expulsions, ...	12	15	68	0	95
	Ditto of death or protracted sickness, ...	3	1	21	0	25
	Ditto on rolls at the end of the session, ...	15	55	251	0	321
	Daily average attendance, ...	14	52	240	0	306
Dehli.	No. on the rolls at the commencement of the session, ..	15	12	206	0	233
	Ditto of new admissions, ..	7	39	94	0	140
	Ditto of re-admissions, ...	0	2	2	0	4
	Ditto of withdrawals, ...	12	53	56	0	121
	Ditto of expulsions, ...	0	0	1	0	1
	Ditto of death or protracted sickness, ...	0	1	0	0	1
	Ditto on rolls at the end of the session, ...	10	97	243	0	350
	Daily average attendance, ..	9	88	221	0	318
Benares.	No. on the rolls at the commencement of the session, ..	3	16	310	0	329
	Ditto of new admissions, ...	4	29	143	0	176
	Ditto of re-admissions, ...	0	0	0	0	0
	Ditto of withdrawals, ...	5	12	137	0	154
	Ditto of expulsions, ...	0	1	1	0	2
	Ditto of death or protracted sickness, ...	0	1	4	0	5
	Ditto on rolls at the end of the session, ...	2	31	311	0	344
	Daily average attendance, ..	0	0	0	0	289

STATEMENT VII.—*(continued.)*

Name of Institution.	Particulars.	Christians.	Mohomedans.	Hindoos.	Others.	Total.
Bareilly.	No. on the rolls at the commencement of the session, ..	1	74	205	3	283
	Ditto of new admissions, ...	1	44	112	0	157
	Ditto of re-admissions, ...	7	2	14	1	24
	Ditto of withdrawals, ...	6	32	69	2	109
	Ditto of expulsions, ...	0	0	0	0	0
	Ditto of death or protracted sickness, ...	0	0	0	0	0
	Ditto on rolls at the end of the session, ...	3	88	262	2	355
	Daily average attendance, ...	0	0	0	0	301
Saugor.	No. on the rolls at the commencement of the session, ..	26	42	216	0	284
	Ditto of new admissions, ...	5	25	147	0	177
	Ditto of re-admissions, ...	1	0	37	0	38
	Ditto of withdrawals, ...	11	6	20	0	37
	Ditto of expulsions, ...	2	19	91	0	112
	Ditto of death or protracted sickness, ...	0	0	1	0	1
	Ditto on rolls at the end of the session, ...	16	42	259	0	317
	Daily average attendance, ...	19·11	36·82	202·26	0	258·19
Ajmere.	No. on the rolls at the commencement of the session, ..	0	43	169	0	212
	Ditto of new admissions, ..	0	17	114	0	131
	Ditto of re-admissions, ...	0	4	12	0	16
	Ditto of withdrawals, ...	0	21	97	0	118
	Ditto of expulsions, ...	0	1	2	0	3
	Ditto of death or protracted sickness, ...	0	1	4	0	5
	Ditto on rolls at the end of the session, ...	0	41	192	0	233
	Daily average attendance, ...	0	0	0	0	212

APPENDIX A.

STATEMENT VIII.

Per-centage of attendance of Students in the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, during the year 1854.

Particulars.	Agra.	Dehli.	Benares.	Bareilly.	Saugor.	Ajmere.
Average number on the rolls, ...	341.	364.	344.	319.	306.55	235.
Average attendance, ...	325.	318.	289.	301.	258.19	212.
Proportion per cent. of attendance to the average number on the rolls, ...	95.3	87⅓.	90.	94.3	84.22	90.2

STATEMENT IX.

Comparative Statement of Attendance-Fees, and a verage cost of Education in the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, in the years 1853 and 1854.

Name of Institution.	Number of Students in		Per-centage of average attendance in		Entrance and monthly fees realized in		Total expenditure in		Cost per Student in	
	1853.	1854.	1853.	1854.	1853.	1854.	1853.	1854.	1853.	1854.
Agra, ...	313	321	297.2	306.	2377 0 0	2587 8 0	34,023 12 11	37,017 4 0	116 4 8	123 6 0
Dehli, ..	333	350	87.5	87.3	2082 2 0	2292 10 0	37,352 11 6	42,821 5 1	112 2 8½	122 5 6½
Benares, ..	329	344	91.	90.	832 6 0	1337 0 0	50,603 15 10	49,690 9 10	153 12 11	144 7 2
Bareilly, ..	288	319	93.7	94.3	874 13 0	1024 5 6	22,453 11 0	24,675 1 5	78 0 0	77 0 0
Saugor, ..	284	317	86.22	96.70	745 13 0	882 6 0	9,150 3 9	8,939 0 7	32 3 6	28 3 2
Ajmere, ..	221	235	88.4	90.2	529 3 0	658 7 0	15,181 0 0	17,104 4 7	68 11 0	72 12 6

APPENDIX A.

STATEMENT X.

List of Students who came from a distance for Education, and were admitted into the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, during the year 1854.

Name of Institution.	No.	Name.	Class.	Place of Abode.
Agra.	1	Anunt Ram, ...	1st Persian and Arabic,	Muttra.
	2	Kesho Deo, ...	8th English, ...	Ditto.
	3	Kulcelool Rehman, ...	Arabic & 2nd Oordoo,	Ditto.
	4	Muddun Mohun, ...	3rd Oordoo, ...	Ditto.
	5	Gopal Chunder, ...	1st Oordoo and 3rd English, ...	Ditto.
	6	Mungul Sein, ...	2nd English, ...	Alwur.
	7	Kanjee Mull, ...	1st Ditto, ...	Ditto.
	8	Bukhtawur Singh, ...	3rd Ditto, ...	Ditto.
	9	Luchmun Singh, ...	4th Ditto, ...	Ditto.
	10	Kan Singh, ...	3rd Ditto, ...	Ditto.
	11	Ram Sewuk, ...	8th Ditto & 1st Sanskrit,	Ditto.
	12	Brij Mohun, ...	8th Ditto, ...	Futtehgurh.
	13	Madho Prasaud, ...	1st Sanskrit, ...	Radhun.
	14	Ilham-oollah, ...	2nd Persian and 3rd Oordoo, ...	Lucknow.
	15	Ifham-oollah, ...	Ditto ditto, ...	Ditto.
	16	Lall Mohomed, ...	Ditto ditto, ...	Futtehpore.
	17	G. C. Lambert, ...	2nd English, ...	Futtehgurh.
	18	Bhugwunt Prasaud, ...	8th Ditto, ...	Meerut.
	19	J. Stephen, ...	7th Ditto, ...	Ditto.
	20	Mookh Ram, ...	8th Ditto, ...	Bhowanee.
	21	Ahmud Hoossein, ...	8th Ditto, ...	Furreedabad.
	22	Abdool Rehman, ...	Arabic, ...	Ditto.
	23	Tufuzool Hoossein, ...	2nd Persian and 3rd Oordoo, ...	Ditto.
	24	Mohomed Hoossein, ...	Ditto ditto, ...	Ditto.
	25	Gunga Ram, ...	2nd Sanskrit, ...	Saharunpore.
	26	Sheodial, ...	3rd Oordoo and 1st Hindee, ...	Barein.
	27	Syud Mohomed, ...	Arabic, ...	Puharsir.
	28	Sheo Nurain, ...	8th English, ...	Sudda.

STATEMENT X.—*(continued.)*

Name of Institution.	No.	Name.	Class.	Place of Abode.
Agra—*(continued.)*	29	Manik Ram, ...	2nd Persian and 1st Oordoo, ...	Kotah.
	30	Doorjun Lall, ...	8th English, ...	Rewaree.
	31	Kumalooddeen, ...	2nd Persian and 3rd Oordoo, ...	Ferozepore.
	32	Abdool Kadir, ...	8th English, ...	Ditto.
	33	Lalla Ram, ...	7th Ditto, ...	Beiswara.
	34	Bhoopal Singh, ...	2nd Persian and 3rd Oordoo, ...	Dadree.
	35	Greesh Chundur, ...	8th English, ...	Calpee.
	36	Kashee Nath, ...	Ditto, ...	Allygurh.
Delhi.	1	Gokul Chund, ...	6th English, ...	Meerut.
	2	Jowala Buksh, ...	9th Ditto, ...	Soonali.
	3	Wazeer Ali, ...	9th Ditto, ...	Paneeput.
	4	Gunesh, ...	10th Ditto, ...	Agra.
	5	Khadim Hoossein, ...	10th Ditto, ...	Meerut.
	6	Abdool Waheed, ...	10th Ditto, ...	Sooltanpore.
	7	A. Jacob, ...	10th Ditto, ...	Agra.
	8	Ram Kishun Dass, ...	10th Ditto, ...	Hansi.
	9	Mohumed Yakoob, ...	2nd Arabic, ...	Rampore.
	10	Shere Mohumed Khan, ...	2nd Ditto, ...	Zillah Bijnour.
	11	Mullick Mohomed, ...	2nd Ditto, ...	Putteala.
	12	Waris Ali, ...	Shea, ...	Sumbhul.
	13	Irtiza Hoossein, ...	Ditto, ...	Zh. Boolundshuhur.
	14	Sydda Singh, ...	2nd Persian, ...	Meerut.
	15	Tafawot Ali, ...	2nd Ditto, ...	Nuttoa.
	16	Azeezooddeen, ...	2nd Ditto, ...	Bhugwanpore.
	17	Salig Ram, ...	3rd Ditto, ...	Fureedabad.
	18	Surfuraz Ali, ...	3rd Ditto, ...	Dasna.
	19	Furraghut Ali, ...	3rd Ditto, ...	Burnawa.
	20	Shumshere Ali, ...	3rd Ditto, ...	Lucknow.

STATEMENT X.—*(continued.)*

Name of Institution.	No.	Name.	Class.	Place of Abode.
Benares.	1	Ram Narain Sastri, ...	Sanskrit, ...	Hydrabad.
	2	Jugunnath Pande, ...	Ditto, ...	Almorah.
	3	Bal Krishn Kundkur, ...	Ditto, ...	Jaloun.
	4	Sawunsa Chowbe, ...	Ditto, ...	Qusbeh Kirutt.
	5	Thakurdutta Misura, ...	Ditto, ...	Azimgurh.
	6	Gunga Prasad Tewaree, ...	Ditto, ...	Shahjahanpore.
	7	Vindhia Prasad Sookul, ...	Ditto, ...	Duriabad.
	8	Dhaniram Oopadhia, ...	Ditto, ...	Patna.
	9	Siva Churn Oopadhia, ...	Ditto, ...	Ditto.
	10	Lukshmi Prasad Misura, ...	Ditto, ...	Ghazeepore.
	11	Gowreedutta Oopadhia, ...	Ditto, ...	Azimgurh.
	12	Siva Mohun Pande, ...	Ditto, ...	Jounpore.
	13	Siva Bhujun Oopadhia, ...	Ditto, ...	Ghazeepore.
	14	Ramavatara Ojha, ...	Ditto, ...	Ditto.
	15	Hurchurun Pande, ...	Ditto, ...	Azimgurh.
	16	Shyama Churun, ...	Ditto, ...	Chitgaon.
	17	Bhugwuttee Chundra, ...	Ditto, ...	Ditto.
	18	Narendra Chundra, ...	6th English, J. D., ..	Jubbulpore.
	19	Mahendra Chundra, ...	7th Ditto, ...	Ditto.
	20	Motee Lall Mitre, ...	3rd Ditto, S. D., ..	Nudea.
	21	Gudadhur Ghose, ...	2nd Ditto, ...	Burdwan.
	22	Kesho Rao-Khundker, ...	3rd Ditto, J. D., ..	Jaloun.
	23	Abool Hoossein, ...	2nd Persian, ...	Allahabad.
	24	Nund Kishore, ...	1st Ditto, ...	Behar.
	25	Ashuk Ali, ...	2nd Arabic, ...	Azimgurh.
	26	Muzhur Ali, ...	2nd Ditto, ...	Buxur.
	27	Debi Prasad, ...	3rd Persian, ...	Jounpore.
	28	Gunesh Prasad, ...	3rd Ditto, ...	Ditto.
	29	Kurramut Ali, ...	1st Persian, ...	Behar.
	30	Hurpal Singh, ...	2nd Ditto, ...	Jounpore.

STATEMENT X.—*(continued.)*

Name of Institution.	No.	Name.	Class.	Place of Abode.
Bareilly.	1	Gunga Sahai, ...	4th English, ...	Cawnpore.
	2	Hurdeo Purshad, ...	6th Ditto, ...	Budaon.
	3	Sukhawut Hoosscin, ...	7th Ditto, ...	Ditto.
	4	Buldeo Sahai, ...	8th Ditto, ...	Girdhurpore.
	5	Sheva Sahai, ...	2nd Persian, ...	Huldee.
	6	Ajoodhia Purshad, ...	10th English, ...	Ununtpore.
	7	Mookut Beharee, ...	2nd Persian, ...	Jahanabad.
	8	Sheoraj Singh, ...	9th English, ...	Aonlah.
	9	Radhe Lall, ...	8th Ditto, ...	Dehli.
	10	Nujuf Ali Khan, ...	1st Persian, ...	Mooradabad.
	11	Hur Purshad, ...	9th English, ...	Beesulpore.
	12	Chubeele Ram, ...	Ditto, ...	Bisowlee.
Saugor.	1	Thakoor Purshad, ...	5th English, ...	Mahatpore.
	2	Madho Rao, ...	5th Oordoo, ...	Shree Nugur.
	3	Kawur Sein, ...	5th Ditto, ...	Rutgaon.
	4	Girdharee, ...	4th Ditto, ...	Dumoh.
	5	Bulwunt Rao, ...	5th Ditto, ...	Jey Singh Nugur.
Ajmere.	1	Tiloke Chund, ...	4th English, ...	Nusseerabad.
	2	Noor Singh, ...	5th Ditto, ...	Deesa.
	3	Luchmee Narain, ...	5th Ditto, ...	Runour.
	4	Jowala Purshad, ...	5th Ditto, ...	Anoopshuhur.
	5	Ata Ali, ...	2nd Persian, ...	Meerta.
	6	Gobind Lall, ...	2nd Ditto, ...	Bhinae.
	7	Mohomed Buksh, ...	2nd Ditto, ...	Rohut.
	8	Moorlee Dhur, ...	1st Sanskrit, ...	Deelawara.
	9	Bhurut Dass, ...	1st Ditto, ...	Juthra.
	10	Muddun Gopal, ...	2nd Hindee, ...	Reerh.
	11	Kunhya Lall, ...	3rd Ditto, ...	Keekree.
	12	Buldeo, ...	3rd Ditto, ...	Ditto.
	13	Kewul Chund, ...	3rd Ditto, ...	Punchoulee.

APPENDIX A.

STATEMENT XI.

List of Students belonging to the Educational Institutions at Agra, Dehli, Benares, Bareilly, Saugor and Ajmere, who obtained employment during the year 1854.

Name of Institution.	No.	Name.	Class.	Nature of Employment.	Salary.
Agra.	1	J. Caplain, ...	1st Class,.. ..	Government Secretariat,	70 0 0
	2	E. Hutton, ...	Ditto, ...	Teacher High School, ..	60 0 0
	3	Shib Churun, ..	Ditto, ...	Employed in the Punjab,	60 0 0
	4	Dabee Dass, ..	Ditto, ...	Commissioner's Office, Agra, ...	25 0 0
	5	R. Forest, ...	Ditto, ...	Roorkee College.	
	6	Chujjoo Mull, ..	2nd Ditto, ..	Government Secretariat,	30 0 0
	7	R. White, ...	Ditto, ...	Electric Telegraph,.. ..	40 0 0
	8	C. Martin, ...	3rd Ditto, ..	Sub-Medical Department,	33 0 0
	9	Popee Ram, ..	Ditto, ...	Duftri S. O. Press, ...	5 0 0
	10	Choonnee Lall, ..	Ditto, ...	Apprentice C. A. Office.	
	11	Sodagur Lall, ..	4th Ditto, ..	Ditto Accountant's Office.	
	12	Kunhya Lall, ..	5th Ditto, ..	Nukul Nuvees S. D. A.,	15 0 0
	13	Sufdur Ali, ...	6th Ditto, ..	2nd Persian Teacher, Agra College, ...	30 0 0
	14	Neeaz Ali, ...	Ditto, ...	Regimental Moonshee, ..	30 0 0
	15	Gunga Prasad, ..	Ditto, ...	Apprentice Collector's Office, Muttra.	
	16	Luchmee Nurain,	6th Ditto, ..	Attends his father's shop.	
	17	J. H. Stephen, ..	7th Ditto, ..	Secundra Orphan Press, .	15 0 0
	18	Roohoolla, ...	Ditto, ...	Vakeel, S. A.'s Office, Muttra,..	35 0 0
	19	Ajoodhia Prasad,	Ditto, ...	Attends his father's shop.	
	20	Haim Raj, ...	Ditto, ...	Bricklayer, ...	4 0 0
Dehli.	1	Ameer Ali,.. ..	1st English, ..	English Writer, ...	100 0 0
	2	Dwarka Nath, ..	Ditto, ...	Teacher, ...	100 0 0
	3	Gunesh Chowbe,..	Ditto, ...	Translator, ...	100 0 0
	4	Nund Kishore, ..	Ditto, ...	Teacher, ...	100 0 0
	5	Bhugwan Dass, ..	Ditto, ...	English Writer, ...	50 0 0
	6	E. Foy, ...	Ditto, ...	Revenue Survey Dept.,..	70 0 0

STATEMENT XI.—*(continued.)*

Name of Institution.	No.	Name.	Class.	Nature of Employment.	Salary.
Dehli—*(continued.)*	7	H. Hickie, ...	1st English, ..	Custom Office.	
	8	Elahee Buksh, ..	Ditto, ...	C. E. Department, ...	20 0 0
	9	Ramjus, ...	Ditto, ...	Ditto, ...	20 0 0
	10	Raja Lall, ...	Ditto, ...	English Writer, ...	50 0 0
	11	Goorsahae, ...	2nd Ditto, ..	C. E. Department, ...	16 0 0
	12	Oomrao Singh, ..	Ditto, ...	Ditto, ...	16 0 0
	13	Sheo Narain, ..	Ditto, ...	Peshkar, ...	40 0 0
	14	Sunnoo Lall, ..	Ditto, ...	Teacher, ...	40 0 0
	15	Inder Narain, ..	3rd Ditto, ...	English Writer, ...	40 0 0
	16	Hoosseni, ...	Ditto, ...	Post Office, ...	20 0 0
	17	Luckput Rai, ..	1st Arabic, ..	English Writer, ...	20 0 0
	18	Nuzeer Ahmed, ..	Ditto, ...	Teacher, ...	40 0 0
	19	Fuzul Rahman, ..	Ditto, ...	Ditto, ...	30 0 0
	20	Goolam Koodree,	Ditto, ...	Regimental Moonshee, ..	30 0 0
	21	Khawaje Zee-ood-deen, ...	Ditto, ...	Teacher, ...	60 0 0
	22	Ruheem Bukeem,	Ditto, ...	Moonshee, ...	25 0 0
	23	Syed Abdoolla, ..	Ditto, ...	Naib Serishtedar, ...	25 0 0
	24	Mohumed Jafir, ..	1st Shea, ...	Teacher, ...	30 0 0
	25	Agha Ali, ...	1st Persian, ..	Ditto, ...	20 0 0
	26	Dhurni Dhur, ..	Ditto, ...	Ditto, ...	30 0 0
	27	Babur Ali, ...	Ditto, ...	Ditto, ...	20 0 0
	28	Nadir Hoossein, ..	2nd Ditto, ...	In the Roorkee College, ..	10 0 0
Benares.	1	Munabadha, ..	3rd English, J. D.	Native Doctor, ...	15 0 0
	2	Rama Chunder, ..	1st Ditto, S. D.,	English Teacher in Benares College, ...	50 0 0
	3	Vali Mohumed, ..	6th Ditto, J. D.,	Jamadar, ...	10 0 0
	4	Brij Mohun Lall,	2nd Ditto, S. D.,	English Writer, ...	25 0 0
	5	Bhola Nath Ghose,	Ditto, ...	Ditto, ...	20 0 0
	6	Chandra Nath Mittra, ...	1st Class, S. D.,	Engineering Department,	50 0 0
	7	Kashi Prashad Chaterjee, ...	Ditto, ...	Ditto, ditto, ..	50 0 0
	8	Seeta Nath Mittra,	Ditto, ...	Ditto, ditto, ..	50 0 0

STATEMENT XI.—*(continued.)*

Name of Institution.	No.	Name.	Class.	Nature of Employment.	Salary.
Benares—*(continued.)*	9	Greesh Chunder Sandel, ...	1st Class, S. D.,	Engineering Department,	50 0 0
	10	Tarut Chundra Mahoyr, ...	Ditto, ...	Ditto, ditto, ..	50 0 0
	11	Nabeen Chunder Banerjee, ...	Ditto, ...	Ditto, ditto, ..	50 0 0
	12	Hurajun Doss, ..	Ditto, ...	Ditto, ditto, ..	50 0 0
	13	Oudhbeharee Lall,	1st Persian, ..	Mohurrir, ...	10 0 0
	14	Luchmee Narain, .	2nd Ditto, ..	Ditto, ...	10 0 0
	15	Jugunath Sookul, .	Sanskrit Department, ...	Pundit Fort William College, ...	40 0 0
Bareilly.	1	Fukrooddeen, ..	1st Persian, ..	Assistant Persian Teacher,	20 0 0
	2	Ajoodhea Prashad,	Ditto, ...	Ditto, ditto, ..	20 0 0
	3	Ruheem-oollah, ..	Ditto, ...	Teacher at Pilcebheet, ..	30 0 0
	4	Uzmut-oollah, ..	1st English, ..	6th Teacher, English Department, Bareilly College, ...	50 0 0
Saugor.	1	Khooman Singh, ..	1st English, ..	3rd Writer, Jhansie, ..	45 0 0
	2	J. Hopson, ...	Ditto, ...	Assistant Teacher in the School, ...	20 0 0
	3	Navol Singh, ..	Ditto, ...	Naib Mohafiz Duftur, Dumoh, ...	10 0 0
	4	Ghunsham, ...	2nd Ditto, ..	Hindee Nuvees, Orai, ..	10 0 0
	5	Rundow Swamee,	Ditto, ...	Medical Apprentice, Madras, ...	5 0 0
	6	Gunga Prashad, ..	Ditto, ...	Hindee Nuvees, Jhansei,	16 0 0
	7	Rughoonath Prashad, ...	3rd Ditto, ..	Peshkar, Saugor Revenue Survey, ...	30 0 0
	8	Koomar Swamee,	Ditto, ...	Regimental Writer, M.N.I,	10 0 0
	9	Keerut Singh, ..	1st Class Oordoo,	Jail Mohurrir, Saugor, ..	15 0 0
	10	Bhowanee Prashad,	Ditto, ...	Naib Darogah, Nuryalee,	15 0 0
	11	Furzund Ali, ..	Ditto, ...	Revenue Survey, Saugor,	15 0 0
	12	Imam Khan, ..	Ditto, ...	Peshkar Revenue Survey,	15 0 0
	13	Maharaj Singh, ..	1st Class Hindee,	Ditto ditto, ...	30 0 0
	14	Rughonath Prashad, ...	Ditto, ...	Ditto ditto, ...	30 0 0

STATEMENT XI.—*(concluded.)*

Name of Institution.	No.	Name.	Class.	Nature of Employment.	Salary.
Saugor—*(contd.)*	15	Kunyah Lall, ..	1st Class Hindee,	Ameen Revenue Survey,	15 0 0
	16	Hurkishun Ghose,	Ditto, ...	Assistant Teacher in the School, ...	5 0 0
	17	Thakoor Doss, ..	Ditto, ...	Chuprassee, Saugor Peshkaree, ...	4 0 0
	18	Dabee Lalla, ..	Ditto, ...	Ditto, ditto ditto, ..	4 0 0
Ajmere.	1	Mohomed Buksh,..	1st English, ..	5th English Teacher, Ajmere School, ...	20 0 0
	2	Ram Nath, ...	1st Persian & 4th English, ..	Jawud Neemuch, Survey,	15 0 0
	3	Mohumed Khan,..	1st Persian and 5th English,..	Ditto ditto, ditto,	15 0 0
	4	Niamut Ali,.. ..	Ditto, ...	Ditto ditto, ditto,	15 0 0

APPENDIX A.

STATEMENT XII.

Statement of Apparatus purchased for the Educational Institutions at Agra, Dehli, Benares, Saugor and Ajmere, during the year 1854.

Name of Institution.	No. of each.	Description of Apparatus.	Price.
			Rs. A. P.
Agra.	1	Farraday's Voltameter,	40 0 0
		Apparatus for Hydrogen Gas,	25 0 0
	3	Glass Receivers for Gases,	20 8 0
			L. *s.* *d.*
Dehli.	1	An Achromatic Telescope with Stand, &c.,	100 0 0
	1	A Burgoyne's Wind Gauge,	17 0 0
	1	A set of Thermometers in Case with water trough,	3 0 0
	1	A spare set of Ditto in packing Case,	2 14 0
	1	A Standard Thermometer,	3 3 0
	1	A Copper Rain Gauge,	4 4 0
	1	A Standard Barometer in Mahogany Case,	14 14 0
	1	A Common Rain Gauge with glass measure,	0 14 5
	1	A Lind's Wind Gauge,	3 3 0
	1	A Mason's Hydrometer and Tables,	1 1 0
			Rs. A. P.
	1	Geological and Mineralogical Specimens and an Almirah,	400 0 0
	4	Compass Needle pointed,	26 0 0
	5	Ruling Pens,	15 0 0
	1	Ditto,	5 0 0
	2	Ivory Rectangular Protractor,	12 0 0
	1	Cake Prusian Blue,	2 8 0
	1	„ Lake,	1 8 0
	1	„ Gamboges,	1 0 0
	1	„ Indian Ink,	1 0 0
Benares.		Diploidoscope (Dent,)	4 0 0
		Polemoscope,	3 0 0
		Kaleidoscope,	1 8 0
		Plane Table,	7 8 0
		Set of Mathematical Instruments in Boxes,	155 0 0

STATEMENT XII.—*(continued.)*

Name of Institution.	No. of each.	Description of Apparatus.	Price.
			Rs. A. P.
Benares—*(contd.)*		Brass large size Parallel Ruler,	40 0 0
		Newman's 12 Cake Colour Box, complete,	20 0 0
		Cake Newman's Crimson Lake,	1 8 0
		Syringe for showing the effect of compressed air,	1 8 0
		Hydraulic Blow Pipe,	10 0 0
Saugor.	2	Punjab Survey Table,	3 0 0
	1	Kiblai Nooma,	1 0 0
	2	Iron Shijta,	0 8 0
	1	Scale (Brass,)	0 8 0
	1	Plane Survey Table, (English,)	10 0 0
			L. s. d.
Ajmere.	1	Protheroe's Apparatus for Attraction, &c.,	1 1 0
	1	Ditto Geometrical Solids,	0 16 0
	1	Atwood's Machine for explaining the Laws of falling bodies,	2 2 0
	1	Machine for illustrating Centrifugal Motion,	0 10 0
	1	Set of Mechanical Powers,	5 5 0
	1	Double inclined Plane with an application for the composition and resolution of forces,	0 10 0
	1	Bent Lever,	0 10 0
	1	Set of Apparatus for Hydrostatics, Hydraulics, Pneumatics, &c.,	6 6 0
	1	Portable Hydrostatic Bellows,	1 1 0
	1	Double Barrel Air Pump,	7 7 0
	1	Brass Hemisphere,	1 10 0
	1	Mercury Filter cup,	0 7 0
	1	Glass for ditto,	0 3 6
	1	Set of Wind Mills,	2 2 0
	1	Sliding Wire and Plate for ditto,	0 14 0
	1	Glass for ditto,	0 7 0
	1	Single Transfer Plate,	0 12 0
	1	Fountain Glass for ditto,	0 5 0
	1	Wire Cage and 6 breaking glass squares,	0 12 6
	1	Torricelli's Experiment of the Barometer,	0 14 0

STATEMENT XII.—*(continued.)*

Name of Institution.	No. of each.	Description of Apparatus.	Price.
			L. s. d.
Ajmere—*(continued.)*	1	Bell Experiment,	0 10 6
	1	Guinea and Feather Apparatus,	0 17 6
	1	Tall Glass for ditto,	0 8 6
	1	Condensing Fountain,	0 6 0
	1	Fruit Stand,	0 3 6
	1	Syringe and Lead Weight,	0 9 6
	1	Large Fountain Glass,	0 12 6
	1	Bladder and Hand Glass,	0 2 6
	1	Mercury Receiving Glass,	0 1 0
	1	Plane Wheel Barometer,	1 10 0
	1	Dent's Aneroid Barometer,	3 3 0
	1	Plane Thermometer,	0 6 0
	1	Self Registering ditto,	0 8 6
	1	Sectional Model of a Steam Engine,	2 2 0
	2	Glass Rods for Electrical Purposes,	0 1 6
	1	Set of Pith Figures and Balls,	0 10 0
	1	Stage for the same with Plate,	0 10 6
	1	18 inch Plate Electrical Machine,	9 9 0
	1	T. Discharger,	0 14 0
	1	Head of Hair,	0 5 6
	1	Chime of Bells,	0 7 6
	1	Electric Word,	0 7 6
	1	Electric Fly or Whirl,	0 4 0
	1	Thunder House,	0 7 6
	1	Electric Stool,	1 10 0
	2	Brass Rods,	0 5 0
	1	Brass Chain, 12 yards long,	0 3 0
	1	Electrophorus,	2 2 0
	3	Leyden Jars,	0 18 0
	1	Ditto with movable interior Coating,	0 7 6
	1	Electric Battery of 4 Jars,	1 10 0
	1	S. Battery of 4 Cells,	1 10 0
	1	Grove's Nitric Acid Battery of 4 Cells,	6 16 6
	1	Pair of Bar Magnets,	0 7 6

STATEMENT XII.—*(concluded.)*

Name of Institution.	No. of each.	Description, of Apparatus.	Price. L.	s.	d.
Ajmere—*(continued.)*	1	Compound Horse Shoe Magnet,	2	2	0
	1	Declination Needle,	0	7	6
	1	Dip Needle,	0	10	6
	1	Needle mounted for Experiment,	0	12	0
	1	Mariner's Compass,	0	7	6
	1	Electric Dynamic Machine with Secondary Coil for giving Shocks,	3	3	0
	1	Set of Copper Conducting Wires,	0	10	6
	1	¼ oz. of Fine Platinum Wire,	0	8	0
	1	Supply of prepared Graphite points,	0	5	0
	10	Cases of Mathematical Instruments,	3	5	0
	2	Sets Marquois Scales,	1	4	0
	6	Sketching Protractors,	1	16	0
	34	Cakes of Water Colours,			
	12	Slates,	1	10	8½
	20	Camel Hair Pencils,			

APPENDIX A.

STATEMENT XIII.

List of Scholarships held in the English and Oriental Departments of the Government Colleges and Schools in the North Western Provinces, during the year 1854.

Name of Institution.	No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.	Remarks.
				English Department.			
Agra.	1	R. C. Forest, ..	18	1st Augt. 1850, ..	Senior, ...	40 0 0	
	2	G. W. Cline, ..	17½	Ditto, ...	Ditto, ...	25 0 0	
	3	Balmokund, ..	19	11th March 1844,	Ditto, ...	25 0 0	
	4	E. Hutton, ..	15½	16th July 1842, ..	Ditto, ...	25 0 0	
	5	Oma Churn, ..	19	1st February 1852,	Ditto, ...	16 0 0	Rajah of Bhurtpore.
	6	J. F. Caplain, ..	16	1st Sept. 1851, ..	Ditto, ...	16 0 0	Ditto of Gwalior.
	7	Kunhya Lall, ..	18½	1st January 1847,	Junior, ...	8 0 0	
	8	BhoputteeChurn,	15	1st Nov. 1847, ..	Ditto, ...	8 0 0	
	9	Cheetur Mull, ..	18	4th March 1843, ..	Ditto, ...	8 0 0	
	10	Gobind Ram, ..	17	8th Augt. 1845, ..	Ditto, ...	8 0 0	
	11	Sheo Dial, ..	16	1st Augt. 1849, ..	Ditto, ...	8 0 0	
	12	Sheo Nurain, ..	17½	18th Feb. 1847, ..	Ditto, ...	6 0 0	
	13	Gokul Chund, ..	16	29th Jan. 1849, ..	Ditto, ...	6 0 0	
	14	Bance Madhub,	15	1st March 1847, ..	Ditto, ...	6 0 0	
	15	Ruttun Lall, ..	15½	1st Jan. 1847, ..	Ditto, ...	4 0 0	
	16	Choonnee Lall, ..	15	1st March 1852, ..	Ditto, ...	4 0 0	
	17	Hait Lall, ...	15	1st Jan. 1852, ..	Ditto, ...	4 0 0	
				Anglo Vernacular.			
	18	Balmokund, ..	19	11th March 1844,	Senior, ...	16 0 0	
				Oriental Department.			
	1	Zamin Ali, ..	17	1st Sept. 1851, ..	Senior Arabic,	16 0 0	
	2	Sufdur Ali, ..	19	1st Ditto, ...	Ditto ditto, ..	16 0 0	
	3	Abdool Hafeez,	18½	20th Jan. 1850, ..	Ditto ditto, ..	16 0 0	
	4	Imadooddeen, ..	17	1st Nov. 1852, ..	Ditto ditto, ..	12 0 0	
	5	Gholam Moortuza, ...	18	1st Nov. 1850, ..	Junior Arabic,	6 0 0	
					Carried over, Rs.	299 0 0	

STATEMENT XIII.—*(continued.)*

Name of Institution.	No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Salary.	Remarks.
				Brought	forward, Rs. ..	299 0 0	
Agra—*(continued.)*	6	Gholam Moortuza, ...	18	1st Nov. 1850, ..	Senior Persian,	16 0 0	
	7	Mohumed Abbass, ...	16½	1st May 1851, ..	Ditto, ..	16 0 0	
	8	Anunt Ram, ..	19	December 1853, ..	Ditto, ..	16 0 0	
	9	Gholam Hyder, .	16	1st February 1852,	Ditto, ..	16 0 0	
	10	Ellahee Buksh, .	14	1st October 1853,	Junior Ditto,	4 0 0	
	11	Gopal Dass, ..	12	1st July 1852, ..	Ditto, ..	4 0 0	
	12	Buddree Narain,	11	1st February 1852,	Ditto, ..	4 0 0	
	13	Nawul Kishore, .	16	1st May 1852, ..	Ditto, ..	6 0 0	
	14	Ajoodhia Nath, .	11	1st Sept. 1852, ..	Ditto, ..	6 0 0	
	15	Luchmee Narain,	20	1st Augt. 1851, ..	Senior Sanskrit, ..	16 0 0	
	16	Dooleh Ram, ..	19	1st February 1853,	Ditto, ..	16 0 0	
	17	Kalee Churn, ..	21	1st February 1843,	Ditto, ..	16 0 0	
	18	Sookhdeo, ..	17	1st April 1851, ..	Ditto, ..	12 0 0	
	19	Dabee Prasad,	10	1st Sept. 1853, ..	Junior Ditto,	6 0 0	
	20	Madho Prasad,	15½	1st Dec. 1853, ..	Ditto, ..	6 0 0	
	21	Oodace Nath, ..	15	2nd Nov. 1853, ..	Ditto, ..	6 0 0	
	22	Muddun Mohun,	11	1st Augt. 1852, ..	Ditto, ..	4 0 0	
					Total Co.'s Rs. ..	469 0 0	
Delhi.	1	Ameer Ali, ..	15	3rd July 1848, ..	Senior English,	25 0 0	
	2	Dwarka Nath, ..	12	20th Jan. 1845, ..	Ditto, ..	25 0 0	
	3	Nund Kishore, .	12	26th March 1845, .	Ditto, ..	20 0 0	
	4	Bhugwan Dass, .	12	4th Sept. 1843, ..	Ditto, ..	16 0 0	
	5	Ramjus, ...	11	13th March 1845, .	Ditto, ..	16 0 0	
	6	Gunesh Chowbe,	19	1st October, ...	Ditto, ..	16 0 0	
	7	Elahee Buksh, .	8	20th Jan. 1841, ..	Ditto, ..	12 0 0	
	8	Sheo Narain, ..	13	4th February 1847,	Ditto, ..	10 0 0	
	9	Rujjoo Mull, ..	12	16th Nov. 1845, ..	Ditto, ..	9 0 0	
	10	Pyaree Mohun, .	9	20th Feby. 1845,	Ditto, ..	9 0 0	
	11	Noor Mohumed,	8	10th Ditto, ...	Ditto, ..	9 0 0	
	12	Goorsahai, ..	10	20th Ditto, ...	Ditto, ..	9 0 0	
	13	Kishun Lall, ..	9	22nd April 1844, .	Ditto, ..	9 0 0	
					Carried over, Rs.	185 0 0	

STATEMENT XIII.—*(continued.)*

Name of Institution.	No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.	Remarks.
				Brought forward, Rs. ..		185 0 0	
	14	Sri Nath, ...	8	1st April 1846, ..	Senior English,	9 0 0	
	15	Chundoo Lall, ..	14	8th April 1849, ..	Junior Ditto,	8 0 0	
	16	Tara Chund, ..	11	8th Aug. 1849, ..	Ditto, ..	7 0 0	
	17	Goor Persaud, ..	13	27th Nov. 1848, ..	Ditto, ..	6 0 0	
	18	Ram Chund 2nd,	13	8th Augt. 1849, ..	Ditto, ..	5 0 0	
	19	Oomrao Singh,	7½	28th Sept. 1843, ..	Ditto, ..	5 0 0	
	20	Pyara Lall, ..	10	22nd April 1848,	Ditto, ..	5 0 0	
	21	W. R. Vyall, ..	11	17th June 1850, ..	Ditto, ..	5 0 0	
	22	Atma Ram, ..	15	2nd Sept. 1851, ..	Ditto, ..	5 0 0	
	23	Kunhie Lall 2d,	12	14th June 1848, ..	Ditto, ..	5 0 0	
	24	Ditto 1st, ..	11	2nd Ditto, ...	Ditto, ..	4 0 0	
	25	Ram Chunder 1st, ...	10	4th March 1847, ..	Ditto, ..	4 0 0	
	26	Shere Singh, ..	9	16th Dec. 1845, ..	Ditto, ..	4 0 0	
	27	Hurdeo Singh, .	10	11th Sept. 1845, ..	Ditto, ..	4 0 0	
	28	J. A. Collins, ..	13	19th Jan. 1852, ..	Ditto, ..	4 0 0	
	29	Ahmed Alee, ..	13	26th April 1849, .	Ditto, ..	4 0 0	
	30	Bishumbher 1st,	12	29th Sept. 1849, ..	Ditto, ..	4 0 0	
	31	Gunga Persaud 2nd, ...	11	7th April 1849, ..	Ditto, ..	4 0 0	
	32	Ditto 1st, ..	9	21st Jan. 1850, ..	Ditto, ..	4 0 0	
	33	HookoomutRoy,	10	27th Jan. 1851, ..	Ditto, ..	4 0 0	
	34	Sheejee Ram, ..	10	5th May 1849, ..	Ditto, ..	4 0 0	
	35	Wuzeer Ali, ..	8	10th April 1847,	Ditto, ..	4 0 0	
	36	Bishumber 2nd,	14	4th Feb. 1850, ..	Ditto, ..	4 0 0	
	37	Kunhia Lall, ..	10	25th Oct. 1850, ..	Ditto, ..	4 0 0	
	38	Shunker Nath, .	15	6th Feby. 1851, ..	Ditto, ..	4 0 0	
	39	Shunker Dass, .	11	8th Oct. 1850, ..	Ditto, ..	4 0 0	
	40	J. Wilson, ..	12	24th Jan. 1853, ..	Ditto, ..	4 0 0	
				ORIENTAL DEPARTMENT.			
	41	Nuzeer Ahmed, .	11	1st Jan. 1847, ..	Senior Arabic,	14 0 0	
	42	Ruheem Bux, ..	12	2nd Oct. 1844, ..	Ditto, ..	12 0 0	
	43	Meer Tufuzool Hoosein, ..	18	1st Jan. 1848, ..	Ditto, ..	12 0 0	
					Carried over, Rs.	351 0 0	

DEHLI—*(continued.)*

STATEMENT XIII.—*(continued.)*

Name of Institution.	Age.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.	Remarks.
				Brought	forward, Rs. ..	351 0 0	
Delhi—*(continued.)*	44	Ali Nukee, ..	12	4th Jan. 1844, ..	Senior Arabic,	12 0 0	
	45	Fuzl Rehman,..	16	1st Jan. 1850, ..	Ditto, ..	10 0 0	
	46	Sheikh Zea-ooddeen, ...	10	25th April 1845, .	Ditto, ..	9 0 0	
	47	Ghola Koodhus,	15	1st Jan. 1848, ..	Ditto, ..	9 0 0	
	48	Syed Abdoolla, .	10	4th Feby. 1844, ..	Ditto, ..	9 0 0	
	49	Luteef Hoosein,	16	25th Jan. 1849, ..	Ditto, ..	9 0 0	
	50	Noorool Hoosein, ...	15	6th Oct. 1847, ..	Ditto, ..	9 0 0	
	51	Alumdar Hoosein, ...	15	1st Jan. 1848, ..	Ditto, ..	9 0 0	
	52	Hooseln Bux,..	12	13th Feb. 1845, ..	Ditto, ..	9 0 0	
	53	Mohumed Mirza,	10	21st Jan. 1845, ..	Ditto, ..	9 0 0	
	54	Oolfut Hoosein,	17	1st Jan. 1850, ..	Ditto, ..	9 0 0	
	55	Ahmed Hoosein,	16	1st Jan. 1851, ..	Junior Arabic,	8 0 0	
	56	Nusseerooddeen,	15	1st Jan. 1852, ..	Ditto, ..	5 0 0	
	57	Mooshurruf Ali,	16	12th June 1851,..	Ditto, ..	4 0 0	
	58	Abdoolla, ..	14	1st Jan. 1852, ..	Ditto, ..	4 0 0	
	59	Hyder Hoosein,	15	4th Aug. 1851, ..	Ditto, ..	4 0 0	
	60	Syed Ahmed, ..	13	7th Jan. 1851, ..	Ditto, ..	4 0 0	
	61	Shuffeef Ali, ..	13½	30th Oct. 1852, ..	Ditto, ..	4 0 0	
	62	Yakoob Ali, ..	15	24th Feby. 1851,..	Ditto, ..	4 0 0	
	63	Moonavur Hoosein, ...	13	1st April 1850, ..	Ditto, ..	4 0 0	
	64	Tufuzool Hoosein, ...	15	17th Feby. 1853,..	Ditto, ..	4 0 0	
	65	Soobhanooddeen, ...	16	1st Jan. 1853, ..	Ditto, ..	4 0 0	
	66	Babur Ali, ..	13	28th June 1845,..	Senior Persian,	10 0 0	
	67	Mohumed Beg,.	14	1st Jan. 1849, ..	Ditto, ..	9 0 0	
	68	Nujmooddeen, .	12	22nd Jan. 1846,..	Ditto, ..	9 0 0	
	69	Ali Buksh, ..	10	1st April 1846, ..	Ditto, ..	9 0 0	
	70	Jankee, ...	9	26th Feby. 1845,..	Ditto, ..	9 0 0	
	71	Abdool Ghunee,	15	1st Jan. 1851, ..	Junior Ditto,	7 0 0	
	72	Sulleem-oollah, .	14	18th Feby. 1850,..	Ditto, ..	5 0 0	
					Carried over, Rs.	561 0 0	

STATEMENT XIII.—*(continued.)*

Name of Institution.	No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.	Remarks.
				Brought	forward, Rs. ..	561 0 0	
	73	Sookhun Lal, ..	14	26th May 1851, ..	Junior Persian,	5 0 0	
	74	Umur Nath, ..	12	18th Sept. 1849, ..	Ditto, ...	5 0 0	
	75	Shunker Dass, .	13	15th April 1851,	Ditto, ...	5 0 0	
	76	Doorga Persaud,	15	24th Augt. 1852, .	Ditto, .. .	5 0 0	
	77	Peyare Lall, ..	14	12th June 1851, ..	Ditto, ...	5 0 0	
	78	Golab, ...	14	20th Jan. 1852, ..	Ditto, ...	4 0 0	
	79	Deokeenundun,	14	21st April 1852, ..	Ditto, ...	4 0 0	
	80	Kurm Ahmed, .	14	29th April 1851,	Ditto, ...	4 0 0	
	81	Khaja Ahmed, .	16	1st Jan. 1852, ..	Ditto, ...	4 0 0	
	82	Abdool Ruhman,	16	1st Jan. 1853, ..	Ditto, ...	4 0 0	
	83	Ehsanool Beg, .	16	1st Jan. 1853, ..	Ditto, ...	4 0 0	
	84	Choonnee, ..	13	30th March 1850,	Ditto, ...	4 0 0	
				Out-door Candidatls.			
	85	Ali Ruza Beg, ..	16	1st Jan. 1851, ..	Ditto, ...	4 0 0	
	86	Jankee Pershad,	16	Ditto, ...	Ditto, ...	4 0 0	
	87	Azeezooddeen, .	16	Ditto, ...	Ditto, ...	4 0 0	
	88	Waris Ali, ..	16	Ditto, ...	Ditto, ...	4 0 0	
	89	Mohumed Yaqoob, ...	15	Ditto, ...	Ditto, ...	4 0 0	
	90	Purus Ram, ..	13	28th Feby. 1845, .	Senior Sanskrit, ..	6 0 0	
	91	Bisheshur, ..	14	1st Jan. 1851, ..	Junior Ditto,	6 0 0	
	92	Jugdass, ...	13	10th Oct. 1851, ..	Ditto, ...	5 0 0	
	93	Prem Sookh, ..	15	12th March 1852'	Ditto, ...	5 0 0	
	94	Gowree Shunker,	12	1st Jan. 1850, ..	Ditto, ...	4 0 0	
	95	Ram Jeawun, ..	12	Ditto, ...	Ditto, ...	4 0 0	
	96	Byj Nath, ..	14	27th Jan. 1851, ..	Ditto, ...	4 0 0	
	97	Kedar Nath, ..	12	Ditto, ...	Ditto, ...	4 0 0	
	98	Kashee Nath, ..	11½	17th May 1853, ..	Ditto, ...	4 0 0	
	99	Pallee, ...	13	27th Jan. 1851, ..	Ditto, ...	4 0 0	
	100	Bishen, ...	15	10th Oct. 1851, ..	Ditto, ...	4 0 0	
					Total Co.'s Rs.	684 0 0	

Delhi.—*(continued.)*

STATEMENT XIII.—*(continued.)*

Name of Institution.	No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.	Remarks.
	1	Soondur Lall,	16	November 1846,	English,	15 0 0	
	2	Hait Ram,	20	March 1847,	Ditto,	12 0 0	
	3	Suda Nund,	19	July 1847,	Ditto,	12 0 0	
	4	Ram Narayun,	17	Ditto,	Ditto,	8 0 0	
	5	Huzaree Lall,	18	March 1845,	Ditto,	8 0 0	
	6	Ghasee Ram,	18	September 1846,	Ditto,	8 0 0	
	7	Narayun Dass,	20	April 1846,	Ditto,	4 0 0	
	8	Ajoodhia Pershad,	18½	May 1848,	Ditto,	4 0 0	
	9	Ram Dial 1st,	19	July 1849,	Ditto,	4 0 0	
	10	Lukput Rae,	16½	November 1846,	Ditto,	4 0 0	
	11	Khialee Ram,	19½	August 1850,	Ditto,	4 0 0	
	12	Buldeo Persaud,	16	May 1848,	Ditto,	4 0 0	
	13	Kylas Chunder,	18	May 1851,	Ditto,	4 0 0	
	14	Hursahai,	19	November 1847,	Ditto,	3 0 0	
	15	Jumeelooddeen,	21¼	March 1846,	Oriental Senior,	15 0 0	
	16	Gopal Pershad,	20	Ditto,	Ditto,	15 0 0	
	17	Fukrooddeen,	21¾	Ditto,	Ditto,	10 0 0	
	18	Mohumed Hoosein,	20¾	Ditto,	Ditto,	10 0 0	
	19	Moorlee Dhur,	21¾	June 1847,	Ditto,	10 0 0	
	20	Aga Ali,	21	April 1846,	Ditto,	8 0 0	
	21	Ishree Persaud,	21¾	September 1848,	Ditto,	6 0 0	
	22	Mohadeo Ali,	20	March 1846,	Ditto,	5 0 0	
	23	Salig Ram,	22	July 1848,	Ditto,	4 0 0	
	24	Asghur Ali,	18	June 1846,	Ditto,	4 0 0	
	25	Shadee Lall,	17	October 1848,	Ditto,	4 0 0	
	26	Sulleem-oollah,	17	September 1849,	Ditto,	4 0 0	
	27	Piari Lall,	17¾	May 1842,	Ditto,	4 0 0	
	28	Dabi Sahai,	17¾	December 1850,	Ditto,	4 0 0	
	29	Ramjee Mull,	19½	October 1851,	Ditto,	3 0 0	
					Total Co.'s Rs.	200 0 0	

Bareilly.

STATEMENT XIII.—*(concluded.)*

Name of Institution.	No.	Name.	Age.	Date of Admission.	Nature of Scholarship.	Amount.	Remarks.
Saugor.	1	*(Vacant,)* ..	..	.. .. ..	Junior English, ..	8 0 0	
	2	Ditto, ...	..	.. .. ..	Ditto, ..	6 0 0	
	3	Oomrao Singh,	18	16th Feby. 1855, ..	Junior Hindee,	4 0 0	
	4	*(Vacant,)* ..	..	.. .. ..	Ditto, ..	2 0 0	
	5	Allaooddeen, ..	20½	1st May 1854, ..	Junior Oordoo,	8 0 0	
	6	Madho Rao, ..	17¾	16th Feby. 1855,	Ditto, ..	4 0 0	
	7	*(Vacant,)* ..	..	.. .. ..	Ditto, ..	2 0 0	
					Total Co.'s Rs.	34 0 0	
Ajmere.	1	Radha Bullub, ..	18	May 1851, ...	Anglo Vernacular, ..	16 0 0	
	2	Ajodhya Persaud,	14	October 1851, ..	Ditto, ..	8 0 0	
	3	Chog Lall, ..	21	June 1851, ...	English, ..	10 0 0	
	4	Jeet Mull, ..	15	July 1851, ...	Ditto, ...	8 0 0	
	5	Mahomed Bux,	25	May 1851, ...	Ditto, ...	8 0 0	
	6	Byjnath, ...	22	Ditto, .. .	Ditto, ...	6 0 0	
	7	Amoluck Chund,	18	June 1851, ...	Ditto, ...	5 0 0	
	8	Jea Lall, ...	13	May 1851, ...	Ditto, ...	5 0 0	
	9	Bunseedhur, ..	12	October 1851, ..	Ditto, ...	4 0 0	
	10	Sohun Lall, ..	18	February 1851, ..	Ditto, ...	4 0 0	
	11	Alif Khan, ..	20	July 1851, ...	Persian, ..	8 0 0	
	12	Jamalooddeen,	26	September 1851, ..	Ditto, ...	6 0 0	
	13	Munnoo Lall, ..	19	June 1852, ...	Ditto, ...	5 0 0	
	14	Futteh Lall, ..	18	May 1851, ...	Ditto, ...	5 0 0	
	15	Ram Chunder, ..	19	March 1852, ..	Ditto, ...	4 0 0	
	16	Ram Nath, ..	18	July 1851, ...	Ditto, ...	4 0 0	
	17	Sheo Narain, ..	18	May 1851, ...	Sanskrit, ..	8 0 0	
	18	Ramroop Misr, ..	22	June 1851, ...	Ditto, ...	6 0 0	
	19	Radha Bullub, ..	16	October 1851, ..	Ditto, ...	5 0 0	
	20	Ramsookh, ..	16	July 1851, ...	Ditto, ...	5 0 0	
	21	Joogul Kishore,	20	May 1851, ...	Ditto, ...	4 0 0	
	22	*(Vacant,)* ..	..	.. .. ..	Ditto, ...	4 0 0	
					Total Co.'s Rs.	138 0 0	

APPENDIX B.

FOR THE EIGHT EXPERIMENTAL DISTRICTS.

STATEMENT I.

Number of Schools and Scholars.

Districts.	Schools.	Scholars.	Schools existing at the close of 1853-54.	Schools broken up in the course of 1853-54.	Total.	Schools existing at the close of 1854-55.	Schools broken up in the course of 1854-55.	Total.	Remarks.
			Schools existing at the close of 1853-54.			Schools established at the close of 1854-55.			
Agra, ...	434	7529*	207	148	355	227	24	251	*Boys, 7187 Girls, 342
Aligurh, ..	582	6565	373	198	571	209	19	228	
Bareilly, ..	628	6698	438	168	606	190	5	195	
Etawah, ..	338	3606	260	63	323	78	7	85	
Furrookhabad ..	593	6851	391	218	609	202	1	203	
Mynpoory, ..	389	6113	225	124	349	164	0	164	
Muttra, ..	368†	6071	264	79	343	104	4	108	†1 Girl school with 12 girls only.
Shahjuhanpoor,	438	5604	250	196	446	188	5	193	
Total, ..	3770	49037	2408	1194	3602	1362	65	1427	

APPENDIX B.

STATEMENT II.

Classification of Schools and Scholars, according to Language.

Districts.	Arabic.		Kuran.		Persian.		Oordoo.		Sanskrit.		Naguree.		Kayusthi.		Sarrafee.		Total Hindee.		Arabic-Kuran.		Arabic-Persian.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Agra, ...	0	0	3	11	50	333	2	60	12	69	162	2440	32	292	0	0	194	2732	0	0	5	37
Aligurh, ...	2	14	16	100	114	814	1	1	33	148	171	1553	1	2	4	53	176	1608	0	0	6	48
Bareilly, ...	1	10	65	538	156	1024	1	15	25	222	22	368	59	301	12	211	93	880	0	0	3	25
Etawah, ...	0	0	6	34	70	547	5	76	36	189	87	1199	74	453	6	152	167	1804	0	0	1	4
Furrookhabad, ...	1	1	21	110	188	1050	0	0	39	284	99	1975	57	360	14	378	170	2713	0	0	3	15
Mynpoory, ...	0	0	2	13	69	594	6	83	6	69	212	3447	5	63	0	0	217	3510	0	0	1	4
Muttra, ...	0	0	4	27	43	301	0	0	61	461	176	3424	0	0	1	24	177	3448	0	0	2	9
Shahjuhanpoor, ...	1	6	20	169	88	467	1	9	35	167	5	24	66	435	0	0	71	459	0	0	4	17
Total, ..	5	31	137	1002	780	5130	16	244	247	1609	934	14430	294	1906	37	818	1265	17154	0	0	25	159

STATEMENT II.—*(continued.)*

Districts.	Kuran-Persian.		Persian-Oordoo.		Persian-Nagu-ree.		Persian-Kayus-thi.		Sanskrit-Nagureo.		Sanskrit-Kayusthi.		Sanskrit-Sarrafee.		Oordoo-Naguree.		Nagureo-Kayusthi.		Nagureo-Sarrafee.		Arabic-Kuran-Persian.		Arabic-Persian-Oordoo.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Agra, ...	53	480	11	198	3	58	0	0	28	468	7	106	1	7	4	113	6	73	0	0	7	67	0	0
Aligurh, ...	47	491	44	409	6	62	0	0	74	934	0	0	0	0	1	14	0	0	13	371	4	87	0	0
Bareilly, ...	117	900	46	357	9	194	2	9	10	148	0	0	2	25	21	410	7	57	6	60	2	17	2	11
Etawah, ...	5	80	10	108	2	16	1	2	13	142	2	12	1	23	2	55	0	0	2	28	2	19	1	9
Furrookhabad,	79	604	21	244	6	57	1	8	13	244	6	75	1	8	7	150	0	0	6	129	3	17	0	0
Mynpoory, ..	14	118	29	227	0	0	0	0	1	16	0	0	0	0	34	670	2	90	0	0	0	0	0	0
Muttra, ...	12	139	19	140	3	55	0	0	28	427	0	0	0	0	0	0	1	3	0	0	0	0	1	36
Shahjuhanpoor,	64	500	5	35	5	40	0	0	0	0	3	35	0	0	0	0	6	82	0	0	3	23	2	11
Total, ..	391	3312	185	1718	34	482	4	19	167	2379	18	228	5	63	69	1412	22	305	27	588	21	230	6	67

STATEMENT II.—*(continued.)*

Districts.	Kuran-Persian-Oordoo.		Kuran-Persian-Naguree.		Persian-Oordoo-Naguree.		Persian-Oordoo-Kayusthi.		Sanskrit-Naguree-Kayusthi.		Sanskrit-Naguree Sarrafee.		Naguree-Kayusthi-Sarrafee.		Kuran-Oordoo.		Arabic-Kuran-Persian-Oordoo.		Kuran-Persian-Oordoo-Sanskrit.		Persian-Oordoo-Sanskrit-Naguree.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Agra, ...	11	174	0	0	3	103	0	0	1	7	0	0	0	0	0	0	1	3	1	19	1	63
Aligarh, ...	13	191	0	0	6	113	0	0	0	0	10	226	0	0	1	2	3	119	0	0	0	0
Bareilly, ...	14	264	1	8	25	544	0	0	0	0	1	35	1	8	0	0	0	0	0	0	0	0
Etawah, ...	0	0	0	0	2	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Furrookhabad, ..	11	184	0	0	2	42	0	0	0	0	1	15	1	24	0	0	0	0	0	0	0	0
Mynpoory, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Muttra, ...	1	14	0	0	4	81	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Shahjuhanpoor, ..	1	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total, ..	51	843	1	8	42	898	0	0	1	7	12	276	2	32	1	2	4	122	1	19	1	63

STATEMENT II.—*(concluded.)*

Districts.	Persian-Nagaree-Sarrafee.		English.		Persian-Oordoo-Nagaree-Arabic.		Tuhseelee.		Persian-Bengalee.		Hulkahbundee.		Persian-Oordoo-Kayusthi-Nagaree.		Kuran-Persian-Oordoo-Nagaree.		Arabic-Persian-Kuran-Oordoo-Nagaree.		Kuran-Nagaree.		Grand Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Agra, ...	0	0	21	1829	0	0	10	526	0	0	0	0	0	0	0	0	0	0	0	0	434	7529
Aligurh, ...	1	25	3	16	0	0	8	772	0	0	0	0	0	0	0	0	0	0	0	0	582	6565
Bareilly, ...	0	0	1	20	0	0	10	774	0	0	0	0	0	0	3	82	1	52	1	9	628	6698
Etawah, ...	0	0	3	17	0	0	7	426	0	0	0	0	0	0	0	0	0	0	0	0	338	3606
Furrookhabad, ..	0	0	4	386	1	31	8	460	0	0	0	0	0	0	0	0	0	0	0	0	593	6851
Mynpoory, ..	0	0	2	241	0	0	6	468	0	0	0	0	0	0	0	0	0	0	0	0	389	6113
Muttra, ...	0	0	2	31	0	0	9	893	1	6	0	0	0	0	0	0	0	0	0	0	368	6071
Shahjuhanpoor,	0	0	0	0	0	0	5	381	0	0	123	3180	1	7	0	0	0	0	0	0	438	5604
Total, ...	1	25	36	2540	1	31	63	4700	1	6	123	3180	1	7	3	82	1	52	1	9	3770	49037

The Zillah Visitor has treated the English Vernacular School at Shahjuhanpoor as a Tuhseelee School, (See Appendix C., Statement I.)

APPENDIX B.

STATEMENT III.

Number of, and attendance in, Government, Missionary and Common Schools.

Districts.	Government.		Missionary.		Common.		Remarks.
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	
Agra, ...	18	1479	20	1092	396	4868	
Aligurh, ...	10	805	0	0	572	5760	
Bareilly, ...	11	774	1	20	617	5904	The Bareilly College is included.
Etawah, ...	7	426	0	0	331	3180	
Furrookhabad, ..	19	671	7	508	567	5672	
Mynpoory, ...	6	468	2	241	381	5404	
Muttra, ...	11	903	3	98	354	5070	
Shahjuhanpoor, ..	5	381	0	0	443	5223	Including 123 Hulkabundee Schools with 3180 Scholars.
Total, ...	87	5907	33	1949	3661	41081	

APPENDIX B.

STATEMENT IV.

Number of Common Schools maintained by different parties.

Districts.	Free Schools.	Schools maintained by Master of the House.	Schools maintained by Scholars.	Schools maintained conjointly by Master of the House and Scholars.	Hulkabundee Schools.
Agra, ...	41	49	106	85	115
Aligurh, ...	93	379	70	19	21
Bareilly, ...	76	173	100	191	77
Etawah, ...	57	87	58	82	47
Furrookhabad,	79	190	92	164	42
Mynpoory, ..	4	57	11	80	231
Muttra, ...	70	47	86	49	102
Shahjuhanpoor,	76	91	25	118	123
Total, ..	496	1073	548	788	758

STATEMENT V.—*(concluded.)*

Districts.	Schools of all descriptions.														
	Number of Teachers.			Total amount of Teachers' Salaries.			Average Monthly Salary.			Average Age.			Average period of Service.		
	Paid.	Unpaid.	Total.	Rs.	A.	P.	Rs.	A.	P.	Y.	M.	D.	Y.	M.	D.
Agra, ...	405	42	447	25821	0	0	5	5	0	34	4	0	8	11	0
Aligurh, ...	500	93	593	30300	15	0	5	0	10	36	4	0	8	8	0
Bareilly, ...	552	76	628	27151	2	0	4	1	6	37	4	0	11	8	0
Etawah, ...	288	57	345	14298	12	0	4	2	2	38	5	0	9	2	0
Furrookhabad,	541	79	620	32233	14	0	4	5	3	38	2	0	10	2	0
Mynpoory, ..	398	4	402	20071	9	0	4	3	3	31	10	0	5	1	0
Muttra, ...	70	310	380	17363	1	0	4	10	8	38	1	0	9	8	0
Shahjuhanpoor,	76	372	448	18296	2	0	4	1	6	36	7	0	10	3	0
Total, ..	2830	1033	3863	185536	7	0	4	7	9	36	4	0	9	2	0

APPENDIX B.

STATEMENT VI.

Castes of Teachers.

Districts.	Hindoo.						Moosulman.						Christian.	Unknown.	Grand Total.
	Brahman.	Rajpoot.	Kayusth.	Banya.	Miscellaneous.	Total.	Shaikh.	Sayyad.	Mughal.	Pathan.	Miscellaneous.	Total.			
Agra, ...	215	8	61	13	6	303	64	35	14	35	1	149	73	11	537
Aligurh, ...	248	6	82	18	13	367	121	54	3	43	4	225	1	0	595
Bareilly, ...	57	5	154	1	18	235	171	82	23	67	49	392	1	0	628
Etawah, ...	66	5	153	3	24	251	54	29	2	6	2	93	1	0	345
Furrookhabad, ...	107	7	149	4	25	292	130	116	6	68	3	323	5	0	620
Mynpoory, ...	126	7	111	4	21	269	83	19	1	28	0	131	2	0	402
Muttra, ...	218	3	43	8	33	305	27	18	7	20	1	73	2	0	380
Shahjuhanpoor, ...	69	8	133	0	22	232	84	61	3	55	13	216	0	0	448
Total, ...	1106	49	886	51	162	2254	734	414	59	322	73	1602	85	11	3955

APPENDIX B.

STATEMENT VII.

Castes of Scholars.

Districts.	Hindoo.						Moosulman.						Christian.	Unknown.	Grand Total.
	Brahman.	Rajpoot.	Kayusth.	Banya.	Miscellaneous.	Total.	Shaikh.	Sayyad.	Mughal.	Puthan.	Miscellaneous.	Total.			
Agra, ...	1352	560	525	1308	1011	4766	426	187	45	239	120	1017.	1027	719	7529
Aligurh, ...	1635	395	673	1258	1054	5015	475	221	61	425	368	1550	0	0	6565
Bareilly, ...	920	352	1503	297	1118	4190	541	211	55	809	892	2508	0	0	6698
Etawah, ...	1189	358	532	478	592	3149	161	76	10	97	113	457	0	0	3606
Furrookhabad, ...	1427	531	1535	235	1388	5116	503	200	15	822	173	1713	22	0	6851
Mynpoory, ...	1503	1084	985	562	1272	5406	220	105	20	275	87	707	0	0	6113
Muttra, ...	2124	394	297	1201	1549	5565	174	80	20	113	118	505	1	0	6071
Shahjuhanpoor, ...	1030	915	993	245	1168	4351	226	63	22	656	286	1253	0	0	5604
Total, ...	11180	4589	7043	5584	9152	37558	2726	1143	248	4336	2157	9710	1050	719	49037

APPENDIX B.

STATEMENT VIII.

Number of Scholars classed according to profession.

Districts.	Hindoo.						Moosulman.						Christian.	Unknown.	Total.
	Agricultural.	Non-Agricultural.					Agricultural.	Non-Agricultural.							
		Merchants and Shop-keepers.	Artizans and laborers.	Mendicants.	Miscellaneous.	Total.		Merchants and Shop-keepers.	Artizans and laborers.	Mendicants.	Miscellaneous.	Total.			
Agra, ...	1295	1532	382	84	1425	3423	121	105	153	14	615	887	609	1194	7529
Aligurh, ...	1682	1383	1261	652	37	5015	364	95	1040	46	5	1550	0	0	6565
Bareilly, ...	2165	602	116	52	1255	4190	833	200	325	37	1108	2503	0	0	6698
Etawah, ...	1198	758	232	49	912	3149	52	57	70	3	275	457	0	0	3606
Furrookhabad, ...	1924	1336	1776	79	1	5116	375	157	1166	15	0	1713	22	0	6851
Mynpoory, ...	2761	1266	401	462	516	2645	174	107	217	26	183	533	0	0	3178
Muttra, ...	2099	1427	328	1073	638	3466	81	20	72	25	307	424	1	0	6071
Shahjuhanpoor, ...	2917	550	141	78	665	1434	401	35	136	17	664	852	0	0	5604
Total, ...	16041	8854	4637	2529	5449	28438	2406	776	3179	183	3157	8924	632	1194	46102

APPENDIX B.

STATEMENT IX.

Ages of Scholars.

Districts.	Number of Boys aged																	
	Under 3 Months.	6 Months.	1 Year.	2 Years.	3 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.	10 Years.	12 Years.	15 Years.	20 Years.	Above 20 Years.	Unknown.	Total.
Agra, ...	1865	1040	1089	831	426	260	161	72	39	31	28	13	12	12	0	0	1650	7529
Aligurh, ...	784	1058	807	1449	816	481	400	283	162	119	85	50	46	13	7	5	0	6565
Bareilly, ...	942	831	1449	1154	807	487	386	235	148	97	68	32	37	18	7	0	0	6698
Etawah, ...	453	601	483	887	503	283	176	74	59	37	15	14	13	6	2	0	0	3606
Furrookhabad,	1287	1045	954	1403	837	405	245	233	156	82	77	35	53	28	9	2	0	6851
Mynpoory, ..	2608	328	1162	1030	454	236	96	86	62	21	14	11	5	0	0	0	0	6113
Muttra, ...	991	753	988	1218	798	707	233	105	66	57	44	31	47	18	11	4	0	6071
Shahjuhanpoor,	1145	1106	820	796	530	309	280	215	133	98	67	28	58	14	5	0	0	5604
Total,.. ..	10075	6762	7752	8768	5171	3168	1977	1303	825	542	398	214	271	109	41	11	1650	49057

APPENDIX B.

STATEMENT X.

Number of Boys reading Accounts of different kinds.

Districts.	Multiplication Table.	Land Measure.	Putwaree's Accounts.	Land Measure and Putwaree's Accounts.	Commercial Accounts.	Land Measure and Commercial Accounts.	Land Measure with Putwaree's and Commercial Accounts.	Other Rules than the preceding.	Total.
Agra, ...	443	42	27	4	87	0	0	31	634
Aligurh, ...	1050	198	75	44	58	4	17	49	1495
Bareilly, ...	429	22	67	47	13	19	1	8	606
Etawah, ...	668	54	4	34	235	18	0	0	1013
Furrookhabad, ..	595	168	115	6	122	0	0	0	1006
Mynpoory, ..	677	443	304	10	123	0	0	0	1557
Muttra, ...	586	149	14	2	34	1	0	0	786
Shahjuhanpoor, ..	322	39	42	3	45	19	4	0	474
Total, ..	4770	1115	648	150	717	61	22	88	7571

APPENDIX B.

STATEMENT XI.

Number of Scholars reading Arithmetic.

Districts.	Numération.	Multiplication Table.	Addition.	Subtraction.	Multiplication.	Division.	Interest and Discount.	Rule of Three.	Fraction.	Involution and Evolution.	Ganit Prakash Part III.	Ganit Prakash Part IV.	Geometry.	Algebra.	Other Rules.	Total.
Agra, ...	533	477	72	12	40	77	21	131	45	8	2	0	0	0	0	1418
Aligurh, ...	203	1037	166	47	148	110	26	24	20	38	17	8	10	4	0	1858
Bareilly, ...	584	521	172	64	182	190	8	258	71	6	63	23	0	0	0	2142
Etawah, ...	19	119	14	35	40	63	10	81	25	21	50	8	35	29	0	549
Furrookhabad, ...	48	462	33	32	100	132	28	469	83	12	26	36	22	16	64	1563
Mynpoory, ...	86	40	72	62	110	99	31	65	41	47	42	10	0	0	0	805
Muttra, ...	98	671	147	56	235	192	121	317	147	20	132	130	0	0	0	2286
Shahjuhanpoor, ...	312	299	61	11	112	176	15	194	43	27	36	0	0	0	0	1286
Total, ...	1883	3626	737	319	1067	1039	260	1539	475	179	388	215	67	49	64	11907

APPENDIX B.

STATEMENT XII.

Number of Scholars reading Euclid and Algebra.

Districts.	Euclid.					Algebra.												
	Book 1st.	Book 2nd.	Book 3rd.	Book 4th.	Total.	Definition.	Addition.	Subtraction.	Multiplication.	Division.	Greatest Common Measure.	Least Common Multiplication.	Fraction.	Bracket.	Progression.	Simple Equations involving one unknown quantity.	Quadratic Equations.	Total.	Grand Total.
Agra, ...	7	3	0	1	11	4	0	0	0	0	0	0	0	0	0	0	0	4	15
Aligurh, ..	33	23	16	13	85	0	0	0	4	1	11	1	0	6	0	34	12	69	154
Bareilly, ...	77	7	25	3	112	0	0	0	0	17	10	0	16	0	0	27	12	82	194
Etawah, ...	19	13	1	2	35	29	0	0	0	0	0	0	0	0	0	0	0	29	64
Furrookhabad,	22	0	0	0	22	16	0	0	0	0	0	0	0	0	0	0	0	16	38
Mynpoory, ..	21	5	8	0	34	0	0	0	0	3	0	0	0	0	0	18	0	21	55
Muttra, ...	96	35	41	5	177	7	6	3	14	10	2	0	2	14	8	53	20	139	316
Shahjuhanpoor,	10	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Total, ..	285	86	91	24	486	56	6	3	18	31	23	1	18	20	8	132	44	360	846

APPENDIX B.

STATEMENT XIII.

Places where the School is held.

Districts.	School House.	Hired House.	Teacher's House.	Tuhseelee or Thanah.	Zamindar's House.	Banya's House.	Putwaree's House.	Other houses than the preceding.	Mosque or Temple.	Chabootra or Bagh.
Agra, ...	34	36	51	13	142	19	15	81	38	5
Aligurh, ...	15	26	103	8	254	15	37	75	44	5
Bareilly, ...	13	6	70	4	288	16	72	119	38	2
Etawah, ...	7	11	57	9	170	20	24	22	11	7
Furrookhabad, ..	4	6	22	23	171	45	36	267	16	3
Mynpoory, ..	10	4	21	6	241	32	38	31	5	1
Muttra, ...	19	8	56	8	116	20	14	75	40	12
Shahjuhanpoor, ..	5	2	68	2	137	11	14	189	9	1
Total, ...	107	99	448	73	1519	178	250	859	201	36

APPENDIX C.

TUHSEELEE SCHOOLS.

STATEMENT I.

Showing attendance in each Tuhseelee School.

Schools.	Number of Boys.	Schools.	Number of Boys.	Schools.	Number of Boys.	Schools.	Number of Boys.
Huzoor Tuhseel,	65	Kool, ...	129	Aonla, ...	77	Etawah, ...	101
Itimadpoor, ..	44	Atrowli, ...	110	Baheri, ...	22	Aurayya, ..	52
Ferozabad, ..	157	Khair, ...	148	Bisulpoor, ..	116	Belah, ...	65
Iradutnugur, ..	36	Hatrass, ...	129	Faridpoor, ..	102	Phuppoond, ..	41
Futtehabad, ..	28	Sikandra, ..	88	Jahanabad, ..	28	Juswuntnugur,	85
Pinahut, ...	60	Iglas, ...	72	Keor, ...	121	Rawayari, ..	38
Surhendee, ..	16	Akbarabad, ..	47	Lambakhera, ..	8	Lakhera, ...	44
Futtehpoor, ..	32	Tappahl, ...	49	Nawabgunj, ..	96		
Furruh, ...	56			Pilibhoot, ..	132		
				Shahee, ...	72		
Zillah Agra, ..	494	Zillah Aligurh,	772	Zillah Bareilly,	774	Zillah Etawah,	426

Schools.	Number of Boys.	Schools.	Number of Boys.	Schools.	Number of Boys.	Schools.	Number of Boys.
Kamulgunj, ..	38	Etah, ...	127	Huzoor Tuhseel,	192	Huzoor Tuhseel,	122
Chibramow, ..	105	Bhaogaon, .	65	Aring, ...	44	Tilhur, ...	103
Sowrikh, ...	45	Shikohabad, ..	75	Suhar, ...	43	Julalabad, ..	56
Kanoj, ...	50	Kurhul, ...	48	Kosi, ...	138	Powayan, ..	53
Tomor, ...	50	Kasgunj, ...	101	Nohjheel, ..	54	Khotar, ...	47
Kaimgunj, ..	50	Mustafabad, ..	52	Rayah, ...	107		
Amritpoor, ..	64			Mahaban, ..	75		
Aligunj, ...	58			Sadabad, ...	100		
				Jalesur, ...	140		
Zillah Furroo-khabad, ..	460	Zillah Mynpoo-ry, ...	468	Zillah Muttra, ..	893	Zillah Shahju-hanpoor, ..	381

APPENDIX C.

STATEMENT II.

Ages of Scholars and Periods of study in Tuhseelee Schools.

Districts.	Ages in Years.															Period of Study.		
	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years.	Above 20 Years.	Under 1 Year.	1 to 2 Years.	Above 2 Years.
Agra, ...	0	5	32	39	59	71	56	86	61	34	20	14	10	7	0	0	0	227	103	164
Aligurh, ...	0	3	14	50	56	74	84	113	76	83	78	54	35	31	13	5	3	312	137	323
Bareilly, ...	2	13	37	32	59	82	62	90	83	70	65	60	48	43	14	10	4	448	177	149
Etawah, ...	0	6	17	24	28	49	55	76	47	37	27	24	7	16	7	3	3	270	64	92
Furrookhabad, ...	0	3	17	25	29	55	38	79	49	49	31	22	17	26	9	9	2	212	124	124
Mynpoory, ...	1	10	25	38	38	47	33	90	55	39	43	14	11	20	3	1	0	110	258	100
Muttra, ...	4	12	50	75	72	103	75	110	78	108	44	68	40	25	11	6	2	469	183	241
Shahjuhanpoor, ...	0	5	17	14	45	43	37	55	36	28	38	22	20	17	3	0	1	195	101	85
Total, ...	7	57	209	297	386	534	440	699	485	448	346	278	188	185	60	34	15	2243	1147	1278

APPENDIX C.

STATEMENT III.

Castes of Scholars.

Districts.	Hindoo.						Moosulman.					
	Brahman.	Rajpoot.	Kayusth.	Banya.	Miscellaneous.	Total.	Sheikh.	Sayyad.	Moghul.	Pathan.	Miscellaneous.	Total.
Agra, ...	133	25	61	177	46	442	15	5	1	25	6	52
Aligurh, ...	262	22	61	223	77	645	37	19	7	47	17	127
Bareilly, ...	141	18	280	50	157	646	29	19	4	60	16	128
Etawah, ...	144	7	56	114	59	380	5	9	1	7	24	46
Furrookhabad, ...	154	28	127	22	72	403	16	11	1	27	2	57
Mynpoory, ...	141	17	60	70	83	371	26	25	4	34	8	97
Muttra, ...	319	13	74	229	161	796	42	17	2	29	7	97
Shahjuhanpoor, ...	75	8	122	16	63	284	27	7	0	54	9	97
Total, ...	1369	138	841	901	718	3967	197	112	20	283	89	701

APPENDIX C.

STATEMENT IV.

Classification of Scholars.

Districts.	Number of Class.						
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.
Agra, ...	0	25	35	68*	102	133	131
Aligurh, ...	31	37	60	92	129	137	286
Bareilly, ...	20	40	75	167	150	138	178
Etawah, ...	2	26	31	46	73	78	170
Furrookhabad, ...	0	12	35	89	107	107	110
Mynpoory, ...	7	13	31	63	73	142	139
Muttra, ...	22	59	82	93	157	159	321
Shahjuhanpoor, ...	0	3	27	77	120	82	72
Total, ...	82	221	376	695	911	976	1407

APPENDIX C.

STATEMENT V.

Number of Scholars reading Arithmetic, Mensuration, Geometry and Algebra.

Districts.	Number of Boys reading														
	Numeration and Multiplication Table.	Addition.	Subtraction.	Multiplication.	Division.	Rule of Three.	Double Rule of Three.	Square Root.	Cube Root.	Fractions.	Arithmetical and Geometrical Progression.	Other rules besides the preceding.	Mensuration.	Geometry.	Algebra.
Agra, ...	228	26	9	14	45	45	27	31	20	15	0	59	67	27	19
Aligurh, ...	237	74	30	41	53	90	69	78	66	85	29	46	151	72	67
Bareilly, ...	267	67	32	48	78	175	9	0	0	82	4	30	79	113	82
Etawah, ...	53	3	4	11	17	35	10	13	10	16	8	39	4	34	28
Furrookhabad, ...	136	15	23	40	32	48	41	6	6	39	13	20	8	10	10
Mynpoory, ...	92	72	17	39	41	48	33	45	45	34	5	23	24	15	15
Muttra, ...	150	20	20	52	43	68	32	1	8	40	24	91	49	105	98
Shahjuhanpoor, ...	43	21	0	18	37	55	36	6	13	35	0	0	0	10	0
Total, ...	1206	298	135	263	346	564	247	180	168	346	83	308	382	386	319

APPENDIX C.

STATEMENT VI.

Amount of Monthly Tuition Fees.

Districts.	Paid.			In Balance.			Total.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Agra, ...	608	5	0	44	15	0	653	4	0
Aligurh, ...	825	5	6	0	0	0	825	5	6
Bareilly, ...	745	10	6	43	8	0	789	2	6
Etawah, ...	373	2	6	11	3	6	384	6	0
Furrookhabad, ...	358	3	0	0	0	0	358	3	0
Mynpoory, ...	512	2	6	29	11	0	541	13	6
Muttra, ...	821	8	6	50	10	0	872	2	6
Shahjuhanpoor, ...	374	5	6	30	10	0	404	15	6
Total, ...	4618	11	0	210	9	6	4829	4	6

APPENDIX C.

STATEMENT VII.

Expenditure on Account of Tuhseelee Schools for 1854-55.

Districts.	Expenditure.		
	Rs.	A.	P.
Agra, ...	1371	11	4
Aligurh, ...	1314	0	0
Bareilly, ...	1455	8	1
Etawah, ...	1082	11	8
Furrookhabad, ...	1231	11	8
Mynpoory, ...	1009	0	0
Muttra, ...	1482	14	10
Shahjuhanpoor, ...	621	6	6
Total, ...	9565	3	1

APPENDIX C.

STATEMENT VIII.

Books read, and number of Scholars reading them.

Language.	Book. Name.	Number of Boys reading in Zillahs: Agra.	Aligurh.	Bareilly.	Etawah.	Furrookhabad.	Mynpoory.	Muttra.	Shahjahanpoor.	Total.
Persian.	Alphabets, ...	0	29	18	0	0	16	41	0	104
	Insha-i-Dilkusha, ..	0	2	31	0	0	0	1	0	34
	Insha-i-Khalifa, ..	0	0	10	0	1	0	1	0	12
	Bostan, ...	0	1	51	0	1	0	1	4	58
	Khalikbari, .. .	0	0	0	0	1	12	9	9	31
	Gulistan, ...	0	1	38	0	5	0	3	14	61
	Ganj-Farsi, ...	0	0	0	0	0	0	1	0	1
	Dastur-us-Subiyan, ..	0	5	35	0	2	6	5	7	60
	Karima, ...	0	3	25	0	1	5	12	2	48
	Khulasah-i-Lamaat-i-Kamr, ...	0	0	13	0	0	0	0	0	13
	Kissah-i-Shamshabad,	0	0	15	0	0	0	0	0	15
	Kissah-i-Sadik Khan,	5	0	6	0	0	0	0	0	11
	Insha-i-Madhoram, ..	0	6	35	0	0	0	0	10	51
	Mamu-ki-Man, ...	0	0	8	0	0	0	0	0	8
	Mina Bazaar, ...	0	0	22	0	0	0	0	0	22
	Amad-namah, ...	6	2	0	0	0	0	0	8	16
	Insha-i-Abul Fazl, ..	0	2	0	0	0	0	0	0	2
	Mahmudnamah, ..	0	1	0	0	0	0	0	0	1
	Khiyalat-us-Sanayu, ..	0	3	0	0	0	0	0	0	3
	Rukaat-i-Alumgir, ..	0	0	0	0	0	4	0	15	19
	Mizan-i-Farsi, ...	0	0	0	0	0	0	0	12	12
	Total Persian, ..	11	55	307	0	11	43	74	81	582
Oordoo.	Aksharabhyas, ...	1	0	6	3	0	0	5	0	15
	Dil-buhlao, ...	0	0	32	0	0	0	0	0	32
	Guldustah-i-Ukhlak, Part I., ...	0	0	12	0	0	0	0	0	12
	Insha-i-Khirud Afroz,	10	4	45	11	0	0	1	0	71
	Algebra, ...	0	27	63	2	2	0	15	0	109
	Jooghrafia-i-Zillah Bareilly, ...	0	0	26	0	0	0	0	0	26
	Jooghrafia, ...	0	6	12	0	15	0	0	0	33
	Jooghrafia-i-Hind, ..	7	73	89	0	0	15	43	36	263
	Qawaid-ool-Mubtadi, ..	0	7	8	0	0	0	2	0	17
	Kissah-i-Soorujpoor, ..	21	57	44	9	55	35	10	10	241
	Risalah-i-Logarithm, ..	0	0	14	0	0	0	0	0	14
	Mukhzun-ul-Tawarikh, ...	0	0	8	0	0	0	0	0	8
	Bagh-o-bahar, ...	3	0	0	0	0	0	0	0	3
	Carried over, ..	42	174	359	25	72	50	76	46	844

STATEMENT VIII.—*(continued.)*

Language.	Book. Name.	Number of Boys reading in Zillahs: Agra.	Aligurh.	Bareilly.	Etawah.	Furrookhabad.	Mynpoory.	Muttra.	Shahjuhanpoor.	Total.
Oordoo—*(continued.)*	Brought forward, ..	42	174	359	25	72	50	76	46	844
	Pandnamah-i-Kashtkaran, ...	5	22	3	0	30	0	10	0	70
	Tarikh-i-Hind, ...	14	103	78	17	55	20	68	30	385
	Tahsil-ut-talim, ...	18	35	69	16	114	36	14	16	318
	Talim-ul-nafs, Part I.,	6	23	0	0	4	0	5	5	43
	Hakaik-ul-Moujudat,	6	18	15	0	30	8	11	10	98
	Khulasah-i-Nizam-i-Shamshi, ...	5	19	19	0	30	8	7	0	88
	Khyalat-us-Sanaya, ..	5	5	20	0	0	0	2	0	32
	Dastur-ul-Maash, ..	5	11	13	0	4	28	7	28	96
	Mubadi-ul-hisab, Part I., ...	14	82	73	13	13	25	42	24	286
	Ditt, Part II., ..	6	10	47	7	30	20	13	25	158
	Misbah-ul Masahat, Part I., ...	5	32	20	0	41	3	5	0	106
	Muzhur-i-qudrat, ..	9	6	0	0	0	0	9	3	27
	Uqlaidas, ...	0	27	96	2	2	0	29	0	156
	Putwaree-ki-kitab, ..	0	8	0	0	0	0	0	0	8
	Talim-ul-nafs, Part II.	0	8	0	0	0	0	0	0	8
	Tarikh-i-zamanah Qadim, ...	0	24	0	0	0	0	0	0	24
	Halatdihi, ...	0	31	0	0	4	0	5	0	40
	Mubtadi ki Pahli kitab, ...	0	6	0	0	0	0	0	0	6
	Mubadi-ul-hisab, Part III., ...	0	23	22	8	0	6	14	5	78
	Ditto, Part IV., ..	0	13	16	1	2	1	8	0	41
	Nakshah-i-Aligarh, ..	0	47	0	0	0	0	0	0	47
	Risalah-i-asul-Nakkashi, ...	0	9	0	0	2	0	0	0	11
	Misbah-ul-Masahat, Part II., ...	0	0	17	0	0	0	6	0	23
	Nakshah-i-kurah-i-Zamin, ...	0	0	3	0	0	7	0	0	10
	Ditto, Bareilly, ..	0	0	45	0	0	0	0	0	45
	Natijah-i-TahrirUqlaidas, ...	0	0	4	0	0	0	0	0	4
	Phailawat, ...	0	0	5	0	0	0	0	0	5
	Risalah-i-Kasar Ashariyah, ...	0	0	3	0	0	0	0	0	3
	Usul-i-ilm-Hisab, ..	0	0	13	0	0	0	0	0	13
	Kissah-i-Dharm Singh,	0	0	0	1	8	0	0	5	14
	Risalah-i-Nabigunj, ..	0	0	0	0	0	0	11	0	11
	Total Oordoo, ..	140	736	940	90	441	212	342	197	3098

STATEMENT VIII.—*(continued.)*

Language	Book. Name.	Number of Boys reading in Zillahs								
		Agra.	Aligurh.	Bareilly.	Etawah.	Furrookhabad.	Mynpoory.	Muttra.	Shahjuhanpoor.	Total.
Hindee.	Aksharabhyas, ...	0	10	8	7	0	0	0	0	25
	Akshardipika, ...	133	37	142	64	209	101	60	27	773
	Ishwarta Nidarshan, ..	14	3	6	0	5	5	12	0	45
	Buddhiphalodaya, ..	0	0	0	0	0	0	12	0	12
	Balopdesh, ...	0	40	55	1	0	0	15	0	111
	Balbodh, ...	115	3	0	27	102	15	57	36	355
	Bidyarthi-ki-pratham Pustak, ...	0	0	1	3	0	0	3	0	7
	Vidyankur, ...	45	74	25	7	0	6	58	0	215
	Bijganit, Part I., ..	19	28	0	23	10	14	42	0	136
	Ditto, Part II., ..	22	13	0	3	0	0	28	0	66
	Bhasha Chandrodaya,	17	0	32	0	0	15	11	0	75
	Bharatvarshey Ittihas,	98	58	37	52	33	61	115	72	526
	Bapu Deo's Geography, ...	0	0	0	0	0	24	9	0	33
	Bhugol Vrittant, ..	27	22	19	0	0	0	10	0	78
	Bhugol Vichar, ..	0	0	0	0	0	0	3	0	3
	Patr Malika, ...	8	0	0	0	0	0	33	0	41
	Jivika-paripati, ..	86	22	29	0	12	30	67	41	287
	Kshetra Chandrika, Part I., ...	66	20	0	4	37	35	30	0	192
	Ditto, Part II., ..	0	17	0	0	0	0	5	0	22
	Rekha Ganit, Part I.,	23	29	34	29	10	6	22	10	163
	Ditto, Part II., ..	19	17	0	3	0	5	20	0	64
	Sulabh-bij, ...	0	0	6	0	0	0	7	0	13
	Soorujpoor-ki-kahani,	101	64	8	28	50	67	26	44	388
	Siksha Manjari, Part I.,	14	0	8	2	0	5	9	5	43
	Khagolsar, ...	74	15	65	11	38	4	32	0	239
	Ganit Prakash, Part I., ...	106	44	57	59	125	70	122	66	649
	Ditto, Part II., ..	56	72	25	35	55	38	75	56	412
	Ditto, Part III., ..	31	30	22	30	14	27	44	31	229
	Ditto, Part IV., ..	28	22	5	7	5	7	58	0	132
	Ganit Midan, ...	0	0	15	0	0	0	17	0	32
	Gramyakalpadram, ..	29	6	0	2	0	0	26	0	63
	Dharam Singh-ka Vrittant, ...	24	0	0	0	0	0	0	6	30
	Map of Zillah Shahjuhanpoor, ...	0	0	0	0	0	0	0	10	10
	Bohara-ki-Pustak, ..	0	0	0	0	0	5	0	0	5
	Putwaree-ki-kitab, ..	0	0	0	0	0	5	0	0	5
	Map of Zillah Mynpoory, ...	0	0	0	0	0	33	0	0	33
	Map of the World, ..	5	0	0	0	0	4	0	0	9
	Kisanopdesh, ...	30	0	0	0	6	0	0	0	36
	Carried over, ..	1190	646	599	397	711	582	1028	404	5557

STATEMENT VIII.—*(concluded.)*

Language.	Book. Name.	Number of Boys reading in Zillahs: Agra.	Aligurh.	Bareilly.	Etawah.	Furrookhabad.	Mynpoory.	Muttra.	Shahjuhanpoor.	Total.
Hindee—(continued.)	Brought forward,	1190	646	599	397	711	582	1028	404	5557
	Phailawat, ...	0	0	0	1	0	0	0	0	1
	Satya Nirupan, ...	0	0	0	4	0	0	0	0	4
	Pushpabatika, ...	0	0	11	0	0	0	0	0	11
	Shuddhi Darpan, ..	0	0	8	0	0	0	0	0	8
	Mahajanon-ki-bahi, ..	6	15	0	0	0	0	0	0	21
	Rekha-mittitatwa, ..	0	2	0	0	0	0	0	0	2
	Sidh Padarth Vigyan,	0	2	0	0	0	0	0	0	2
	Nakshah-i-Zillah Aligurh, ...	0	70	0	0	0	0	0	0	70
	Chitrkarisar, ...	13	0	0	0	0	0	0	0	13
	Siksha Deputy Magistrate, ...	5	0	0	0	0	0	0	0	5
	Gyan Chalisi, ...	7	0	0	0	0	0	0	0	7
	Map of Zillah Agra,	81	0	0	0	0	0	0	0	81
	Total Hindee, ..	1302	735	618	402	711	582	1028	404	5782
Oordoo—Hindee.	Nakshah Hindoostan,	67	45	25	23	31	14	0	29	234
	Ditto Asia, ...	29	17	11	16	39	8	0	0	120
	Ditto Europe, ..	8	0	3	9	0	8	0	0	28
	Dehli Dip, ...	0	0	3	0	0	0	0	0	3
	English Reader, No. III., ...	0	0	0	0	0	0	0	19	19
	English-Oordoo Qaidah Angrezi, ...	0	0	0	0	0	0	0	23	23
	Total Oordoo-Hindee,	104	62	42	48	70	30	0	71	427